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ABSTRACT

A survey of child care centers and employees in New Zealand was made to provide a statistical profile of child care for future planning, and determine: (1) who is working in child care; (2) the background, experience, and qualifications of employees; (3) what knowledge, skills, and experiences are needed by child care workers to meet the demands of their jobs and should therefore be incorporated into training for certification; and (4) what delivery systems would be most suitable to enable individuals to obtain training. Data obtained from the child care centers' and workers' questionnaires are presented and discussed. An introductory chapter briefly outlines the background of the study. Chapter 2 details the research methodology used. Chapter 3 describes the characteristics of the child care centers and workers. Desired training opportunities are discussed in chapter 4, and chapter 5 presents respondents' views on what should be included in child care workers' training. Chapter 6 covers methods of obtaining training. The final chapter attempts to draw together the main findings, provides profiles of centers and child care workers, and discusses the demand for training, training content, and training methods. Major findings are summarized at the end of each chapter. Tabulated data are provided in the 31 appendixes. (RH)

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CHILDCARE WORKERS:

QUALIFICATIONS AND TRAINING

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CHILDCARE WORKERS:

QUALIFICATIONS AND TRAINING

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NGAIRE BENNIE
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We would like to thank those people involved in this study. Firstly, our thanks go to the childcare centre proprietors, supervisors and employees who assisted the researchers in pretesting the questionnaires and who participated in the survey. Also appreciated were the comments and advice received from childcare organisations during the developmental stages of the research.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Over the last decade there has been considerable discussion and several official reports have been released concerning who should have responsibility for childcare. In October 1984, the Ministers of Education and Social Welfare announced their intention to bring together all early childhood education services, including childcare services, within the Education Department. The reason for the transfer of childcare services from the Department of Social Welfare was to establish an integrated service for early childhood care and education.

A joint proposal by the Ministers of Education and Social Welfare was put to the Cabinet Social Equity Committee on 28 May 1985. The Committee...

> "noted that it is intended to transfer the principal responsibilities for the licencing, policy and advisory support for childcare services from the Department of Social Welfare to the Department of Education as from 1 April 1986;
>
> noted that it is intended to retain within the Department of Social Welfare the childcare subsidy scheme for families which need assistance in meeting the costs of care; and
>
> agreed that the State Services Commission should establish a working party to prepare for the proposed transfer and to negotiate the machinery of government matters and management support services necessary to effect the transition".(1)

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(1) Substantive recommendations of the State Services Commission Working Group on the Transfer of Childcare Administration from Social Welfare to Education, 0142S, 1985-86, p.2).

In November 1985 a report[2] by the Joint Ministerial Working Party[3] was released. The report included in its recommendations that a working party be established in early 1986 to consider childcare training and to develop a recommended training structure for childcare workers.

The working party on childcare training consisted of eight members, selected from nominations submitted by organisations with an interest in the field and the Department of Education. Before the working party could proceed with its task of developing guidelines for training it needed background data on which to base its decisions. Also, because the Department of Education was to have responsibility for childcare from mid-1986[4] it was considered essential that the department have information available on the area of childcare. Such information would provide a basis for developing policy relating to all aspects of childcare, including the sorts of training opportunities that should be provided for people working in childcare.

At this point, the Early Childhood Education Division of the Department of Education approached the Research and Statistics Division to undertake a survey of childcare centres in order to obtain some of the required information.

In March 1986, a meeting was held to discuss a proposed survey of childcare workers. The meeting was attended by staff of the Early Childhood Education and Research and Statistics Divisions and by representatives of organisations with an interest in, and working knowledge of, the childcare area.

The purpose of the meeting was two-fold. First, it was set up to gain support for the proposed survey and second, because of the diversity amongst childcare centres, it was to provide an opportunity for representatives from as many different childcare groups as possible to express their views and concerns.

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(2) The Report of the Joint Ministerial Working Party on the Transition of the Administration of Childcare from the Department of Social Welfare to the Department of Education (November, 1985).

(3) The Joint Ministerial Working Party consisted of 26 members which included 18 from various organisations in the childcare area and six representatives from the Departments of Education, Health, Social Welfare and the Ministry of Women's Affairs.

(4) The transfer to the Department of Education was completed by 1 July 1986.

A representative from the Te Kohanga Reo Trust indicated at the March meeting that the needs of their centres might not be catered for by such a survey. At a subsequent meeting in July between the researchers and representatives from the Te Kohanga Reo Trust the latter were still undecided about taking part in the study. In the end, Te Kohanga Reo centres were not included.

Some reservations concerning the survey were held by a number of other participants in the March meeting. The transfer of control of childcare to the Department of Education meant that some people felt it was an opportune time to adopt a comprehensive policy for all early childhood education services and that one area alone should not be examined. However, some participants, including representatives from the Early Childhood Education Division, considered that basic information was required to enable the Department of Education to develop policies for the training of people already in the childcare service. Another concern was that the input of some groups (such as groups with oral cultures, urban/rural communities) would not be reflected in the questionnaire proposed.

Following the March meeting and subsequent discussions between the Early Childhood Education and the Research and Statistics Divisions the following research objectives were established:

1. To undertake a survey of childcare centres and employees to determine:
   a. who is working in childcare
   b. the background, experiences and qualifications of employees
   c. what knowledge, skills and experiences childcare workers and centres feel childcare workers need to meet the requirements of their jobs
   d. what experience, knowledge and skills would need to be incorporated in training leading to a recognised childcare qualification
   e. what delivery systems would be most suitable to enable people to obtain training

2. To provide a statistical profile of childcare for future planning

It was intended that the results of the research would be made available to the Childcare Training Working Party. The research would give a clearer picture of the people working in childcare and aid in decisions about the content of programmes and the nature of delivery systems for training childcare workers, especially any training which could be seen as leading to qualifications which might be required of all workers in childcare.

Data collection was by means of mailed questionnaires sent to both childcare centres and to individual workers from the centres surveyed.

Guide to the Report

The data obtained from both the childcare centres' and childcare workers' questionnaires are presented and discussed in this report. This chapter has briefly outlined the background to the present study. The following chapter details the methodology of the research. Chapter 3 describes the characteristics of childcare centres and the workers themselves. Training opportunities desired are discussed in Chapter 4, and Chapter 5 presents respondents' views on what should be included in childcare workers' training. Chapter 6 discusses the methods of obtaining training. The final chapter attempts to draw together the main findings. Major findings are summarised at the end of each chapter.

Terminology

The term "childcare centre" used throughout the report is a collective term which refers to a variety of childcare centres registered with the Department of Education. The following list sets out the major categories of childcare centres in New Zealand and their providers:

* private kindergartens: usually provided by private individuals, on a private enterprise base
* community kindergartens: provided by voluntary organisations, parent co-operatives, and neighbourhood groups
* domestic childcare centres: usually provided by private individuals. Cater for up to six children in a private home
* full daycare: provided by private enterprise groups, corporate groups, voluntary agencies, parent co-operatives, and local authorities
* work creches: provided by employing organisations for staff and/or clients. Provided for staff and clients by hospitals, universities and colleges; for staff, by factories; and for clients by periodic detention centres

* casual creches: usually provided by shopping malls, shopping promotion agencies, show associations, business houses, voluntary agencies, and local authorities

* overnight care: provided by voluntary agencies and private enterprise

* special purpose: e.g. centres for disabled pre-school children, provided by voluntary agencies

* family day care: care of children in private homes under the supervision of an agency, provided by voluntary agencies

* Pacific Island "language nest": which involved Pacific Island families establishing early childhood centres for the purpose of fostering English as well as Pacific Island languages, provided by parental co-operatives

* Te Kohanga Reo: centres for providing childcare within a Maori language environment, provided by whanau groups, parent co-operatives, and voluntary agencies.

The questionnaire asked workers to state their position and the titles they gave have been used in the report. It should be noted that there may be some overlap among positions, for example, the titles 'childcare worker' and 'childcare assistant' may in fact describe the same sort of positions.

In the report, reference is sometimes made to different geographic districts - Northern, Hamilton, Central and Southern. Northern district includes centres from Papakura northwards and Hamilton district includes centres south of Papakura down to Taumarunui, Central Plateau and up to Cape Runaway. These two districts combined make up the Northern administrative region of the Department of Education. The Central district includes Taranaki, Gisborne, the lower part of the North Island and Marlborough and Nelson, and the Southern district covers the remaining South Island centres. These districts correspond to the Central and Southern administrative regions of the Department of Education.

Rural/urban centres are as defined by the Department of Statistics, i.e. main urban areas are those with a population of over 30,000 people, secondary urban areas have populations between 10,000 and 29,999 (eg Ashburton), minor urban areas have populations between 1,000 and 9,999 (eg Dannevirke) and rural areas have populations less than 1,000 (eg Whitianga).

Rounding and Missing Data

In this report the percentages in tables have been rounded to the nearest whole number. Thus in some cases percentages may not add up to 100. Furthermore, to distinguish between percentages of less than 0.5% and zero percent when rounding, a '0' is used to indicate the former, and a '-' to indicate the latter.

CHAPTER TWO

METHODOLOGY

In this chapter, a description is provided of the way in which the research was carried out.

Design

The research proposal approved by the Early Childhood Education Division involved surveying childcare centres registered with the Department of Education[5], and workers listed on the centre's licence application. Two questionnaires were used for this purpose:

1. a questionnaire for all childcare centres (excluding Te Kohanga Reo).

2. a questionnaire for a sample of workers at these centres

Questionnaire Development

Childcare organisations assisted the researchers in developing appropriate questionnaires by commenting on drafts. Comments were received from many organisations and consequent modifications to the questionnaires increased their validity.

The questionnaires were pretested in six central Wellington childcare centres in July 1986. As a result of the pretest, minor modifications were made to the centre questionnaire.

However, extensive changes were made to the childcare worker questionnaire. Items were modified and the method of responding changed, that is, workers were asked to tick a box rather than place numbers in a box. The revised questionnaires were retested in four central Wellington childcare centres, including two of the original pretest centres.

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(5) Centres are required to renew their licences with the Department of Education annually.

Further minor modifications were made to both questionnaires prior to printing and distribution in late July.

Distribution of Questionnaires

Each licensed childcare centre(n=583), excluding Te Kohanga Reo, was sent a questionnaire asking for general information about that centre. The questionnaire was to be answered by the licensee (or a nominee - for example, the supervisor), and returned directly to the researchers by the person who answered it.

Centres were also asked to distribute the childcare worker questionnaires to selected childcare workers. This sample was determined by taking all childcare workers listed on the 1986 applications for a childcare licence. The list was then stratified in order to make the final sample representative of the whole population of workers in terms of geographic location, type of centre, number of workers and number of children for which the centre was licensed. From this list the name of every second worker was selected. If the named worker had left, centres were asked to give the questionnaire to their replacement. Questionnaires were returned directly to the researchers.

All questionnaires were mailed to centres in July 1986. In August a reminder letter was sent to all workers and centres which had not returned their questionnaire. A general reminder was sent to all centres in September. A new set of questionnaires was sent to all non-responding centres and workers in October.

Response Rates

The response rate for the centre questionnaire was 90% and for the worker questionnaire 84%. Table 1 shows the response for each questionnaire.

Table 1 The response for each questionnaire (N)

	Centre questionnaire	Worker questionnaire
Questionnaires completed	508	874
Questionnaires returned not completed:		
- Centre closed	10	12
- Address incorrect	4	9
- Worker left, no replacement	n.a	41
- Not appropriate	1	4
Questionnaires not received:		
- Completed but lost in transit	4	7
- Not returned	56	163
Questionnaires distributed	583	1110

n.a = not applicable

Centre questionnaires were completed by supervisors (35% of questionnaires), licensees (16%), licensee and supervisor (41%), and other respondents (8%).

CHAPTER THREE

PROFILES OF CHILDCARE CENTRES AND CHILDCARE WORKERS

The first part of this chapter describes the information on centres obtained from the centre questionnaire and from the form for application to operate a licensed childcare centre. It includes type of centre, opening hours, child attendance and use of parent helpers. The second section presents demographic data on the background and qualifications of workers, training in childcare undertaken by workers in 1985 and their expectations of remaining in childcare.

Childcare Centres

Type of Childcare Centre

Of the 504 centres which answered the question, 29% were full daycare centres and a further 10% a combination of full daycare and other centre type. Twenty-four percent were community kindergartens, 10% private kindergartens, 10% work creches and nine percent special purpose centres, e.g. for disabled preschool children. Only four percent were licensed as casual creches (see Appendix 1 for further details)

Table 2 shows the variation among districts in the type of childcare centre. The greatest differences were in the proportions of centres for disabled children, casual creches, private kindergartens and centres combining domestic and full daycare.

Table 2 Type of childcare centre by district [6] (%)

	Northern	Hamilton	Central	Southern	Total
Full daycare	33	32	29	22	29
Community kindergarten	27	26	18	25	24
Private kindergarten	12	4	12	8	10
Work creches	7	10	10	18	10
Special purpose centres	2	18	12	13	9
Domestic and full daycare*	12	4	4	-	7
Casual creche	2	1	5	10	4
Private kindergarten and domestic childcare*	3	1	2	-	2
Full daycare and family daycare*	-	-	3	2	1
Domestic + full + overnight care*	1	-	3	-	1
Others*	1	1	2	2	2
Number of childcare centres	193	68	147	96	504

* Centres may be licensed for more than one type of childcare

Community kindergartens were more likely to be in rural[6] areas (67%), than in minor urban (30%), secondary urban (23%) or main urban (21%) areas (6). Rural areas were less likely than urban areas to have all other types of childcare centres except private kindergartens. As would be expected, the majority of casual creches and work creches were in main urban areas (91% and 82% respectively). For further details see Appendix 2.

Number of Staff

The number of permanent staff who supervised children was obtained from the 1986 licensing form for each centre which responded. A total of 1983 staff members worked in 502[7] centres giving a mean of four staff per centre. The actual number of workers per centre ranged from one to 13. This includes part-time and full-time staff.

(6) See Chapter 1 for definitions of districts and urban areas. Note that there were only 21 childcare centres in rural areas.
(7) This information was not available for six centres.

There was little district variation, but some variation did occur among urban areas. The number of workers per childcare centre tended to increase with the size of the population centre. Main urban centres had the highest number of workers per centre (a mean of 4.2), followed by secondary urban (3.8), minor urban (3.3) and rural areas (2.2).

Types of centres with the greatest number of workers were: combined full and family daycare centres (a mean of 5.9 workers per centre), full daycare centres (5.0), work creches, special purpose centres and 'other' centres (all with a mean of 4.6 workers per centre). Casual creches had a mean of 3.7 workers per centre and all other types of centres had a mean of 3.4 or fewer workers per centre. See Appendix 3 for more details.

When Centres Were Open

Table 3 shows the number of days each week and the time of day that centres were open. Sixty-two percent of centres were open all day (including a few that were also open at weekends or in the evening), 26% in the morning only, two percent in the afternoon only, one percent overnight and 11% at some other time. For the remainder of the report, comparisons are made between centres open full day, those open for part of the day and others.

Table 3 When centres were open by number of days open (%)

Number of days open each week	Centre Open			
	Full-day	Part-day	Other	Total
One	1	3	0	1
Two	1	13	5	4
Three	0	14	5	5
Four	0	15	16	6
Five	96	54	72	82
Six	1	-	-	1
Seven	1	-	2	1
Number of child-care centres	313	131	61	505

Eighty-two percent of the childcare centres were open five days a week. Centres that were open for part of the day were more likely than full-day or other centres to operate fewer than five days a week. Full-day centres were almost always open five days a week.

There was great diversity in the number of hours centres were open, from 2.5 hours through to 72 hours a week. Nearly a third of centres were open 40 to 50 hours a week, 23% were open 11 to 20 hours a week, 16% for 30 to 40 hours a week, and 12% for 20 to 30 hours. Ten percent opened for less than ten hours a week and only six percent were open more than 50 hours a week.

The Clients

The maximum number of children centres were licensed to care for on their premises at any one time ranged from five children through to 50 children with thirty children being the most frequent number (16% of centres). Seventy-five percent of centres cared for 30 or fewer children. Twenty percent catered for between five and 15 children, 35% catered for between 16 and 25 children, 20% catered for between 26 and 30 children and 25% for 31 children and over (see Appendix 4 for further details).

Centres catered for a variety of age groups. The most frequently mentioned age ranges of children attending centres were: two, three and four years (24%), under one year to four years (15%), under one year to five years and over (14%), two years to over five years (10%), and three and four years (10%).

Table 4 presents the results obtained from two questions concerning how regularly, and for what period of the day, children attended the childcare centre. In answering these questions some respondents appeared to have counted the number of times a child attended the centre rather than the number of different children who had done so. Where the numbers appeared implausible, the data were not included in the analysis.

Children attended in a variety of ways. In the last calendar month, forty-six percent were booked in regularly for three or more days a week and 38% for one or two days a week. Forty-three percent attended half days only, 29% for whole days only and 22% for less than three hours a day.

Table 4 Total number of children who were booked in or attended childcare centres.

	Total number of children
Booked regularly for 3 or more days a week	9356
Booked regularly for 1 or 2 days a week	7648
Not booked for any particular times(a)	2524
Other or combination	609
Total	20137
Number attending whole days only	5981
Number attending half days only	8947
Number attending less than three hours a day	4470
A combination of the above	1317
Total(b)	20713

(a) This was the wording that appeared in the questionnaire. Although it was meant to refer to children booked but not for any particular time it may have been interpreted to mean children not booked.

(b) In this total some children may have been counted more than once.

In only 27% of the centres surveyed was there a specified minimum time, daily or weekly, that a child had to attend.

Policy on Staffing

Use of parent helpers was not a regular or common practice of childcare centres. Forty-three percent of the centres did not use parent helpers to assist in looking after the children. Twenty-eight percent only sometimes used parent helpers, either on an unscheduled basis (22%) or a scheduled basis (6%). Only 17% of centres always scheduled parent helpers, although a further 12% often used parent helpers either scheduled (7%) or unscheduled (5%).

The Child Care Staffing Regulations (1985) state the number of adult staff members required to be on duty. This is based upon the age and number of the children and the type of centre (see Appendix 5). The majority of centres (69%) indicated that they did not have to use parent helpers to meet the requirements of these regulations.

However, 14% of centres required volunteer or parent help on a regular basis to meet the requirements, and 17% required it when regular staff were absent temporarily. Centres were asked to indicate their policy on the employment of staff who had completed a recognised qualification for working in childcare. Thirteen percent had a policy that all staff should have a recognised qualification and 42% that all staff should have completed a recognised basic qualification for working in childcare or be prepared to work towards one (or already be doing so). Four percent of centres said that staff did not require a recognised qualification and 16% did not have a policy. Twenty-five percent of centres described an `other` policy: six percent required that the supervisor or head supervisor hold a recognised childcare qualification, three percent required staff to have a qualification specifically for their centre, for example, Teaching of Intellectually Handicapped Children's Certificate, Montessori Nursery training, Rudolf Steiner training or Waldorf training, and one percent specified a particular qualification, for example, Trained Teachers Certificate. The majority of the remaining centres indicated that they preferred qualified staff if they were available, but employed suitable applicants who had no such qualifications.

Centres which had a policy on employing staff were asked whether or not they were able to adhere to it. Seventy-six percent of these centres were able to adhere to their policy; the remainder were not able to do so.

Of the 99 centres which were not able to adhere to their policy, 26 centres said it was because they could not find qualified staff. Twenty-seven centres said that there were not enough training programmes to meet the demand, training programmes were not accessible or the training programmes were not relevant to their requirements. A further 15 centres indicated it was because of a combination of these two factors. Eight centres mentioned that staff did not want to, or were not able to, train for reasons other than availability of programmes, and 17 centres mentioned other reasons.

Childcare Workers

Information in this section is based on responses from the 874 people who completed worker questionnaires.

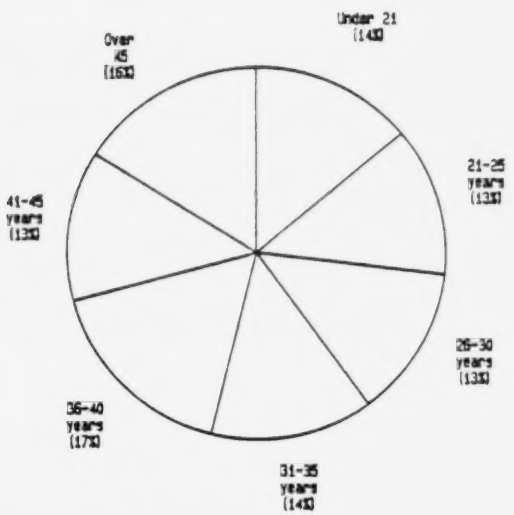
Background of Workers

Over a third (36%) of workers gave their position as childcare worker, 25% as supervisor, nine percent as assistant supervisor, eight percent as childcare assistant, six percent as teacher/assistant teacher, and 15% listed other positions (see table 5).

Table 5 Position of workers by district (%)

	Northern	Hamilton Central	Southern	Total
Childcare worker	35	23	38	45	36
Supervisor	26	31	24	23	25
Assistant supervisor	11	6	10	6	9
Childcare assistant	7	14	8	8	8
Teacher/assistant teacher	8	7	6	4	6
Special needs teacher	-	4	0	1	1
Licensee	1	1	2	1	1
Mother Help	-	1	1	1	0
Trainee	1	1	1	1	1
Nurse	1	-	0	1	1
Cook	0	-	-	1	0
Other	11	13	11	10	11
Number of childcare workers	324	111	250	168	855

Figure 1 Age of the workers



The age of workers ranged from 16 through to 77 years. Figure 1 shows that similar proportions fell into each age category. This age distribution is very similar to the age distribution of kindergarten teachers.

Fifty-five percent of the sample was aged 35 or less. Not unexpectedly, there was a statistically significant relationship between the position held by the respondent and their age[8].

Supervisors tended to be older than other workers, as did teachers/assistant teachers (76% of supervisors and 77% of teachers/assistant teachers were 31 years or older compared with 51% of other workers). Childcare workers and childcare assistants tended to be younger. Fifty-nine percent of childcare workers, and 50% of childcare assistants were under 31 years old, and a quarter of them were less than 20 (see Appendix 6).

Hours Worked

There was a large variation in the number of days and hours respondents worked. Days worked ranged from half a day per week through to seven days a week. Sixty-nine percent of respondents worked five days a week and only two percent worked more than five days a week. Hours per day varied greatly from half an hour per day (for music therapy) through to eighteen and a half hours per day. The most frequently mentioned hours worked per day was eight (29% of the respondents), followed by four hours (11%), and seven hours (10%).

Workers were asked how long they had worked, either full-time or part-time, as a staff member in any type of preschool centre, not just childcare centres. Twenty-four percent had worked in preschool less than two years and 30% had been involved in the area for between two and five years. A quarter said they had done so for between five and ten years, and a further 20% for ten years or more.

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(8) $X^2 = 147.215$, $p = 0.000$

Workers' Qualifications

Forty-four percent of workers had attended secondary school (including as an adult student) for four years, 26% for five or more years, and 22% for three years. Only eight percent had attended secondary school for two years or less.

Table 6 presents the highest formal school qualification of childcare workers together with the highest school qualifications of the New Zealand female population aged 19 to 59 years as a comparison. Although this group is not strictly comparable (it covers a restricted age range, and includes women who are not working as well as those working), it is the best measure available against which the sample population can be compared.

In general, the childcare workers were a more highly educated group, with only 24% having no school qualification, compared with 54% in the comparison group.

Table 6 Highest school qualification (%)

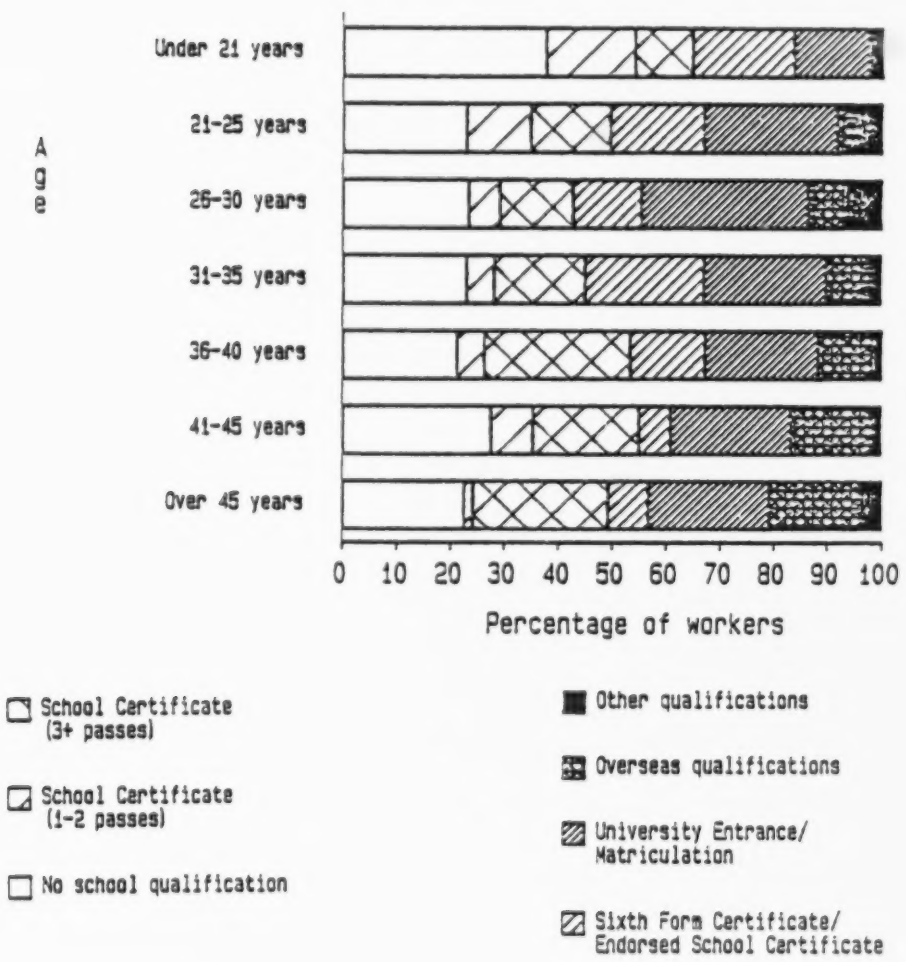
	Childcare workers	New Zealand female population 19 to 59 years (1981)
No school qualification	24	54
School Certificate one or two passes	8	5
School Certificate three or more passes	17	13
Sixth Form Certificate/Endorsed School Certificate	14	6
University Entrance/matriculation	21	10
Overseas qualification	8	*
Other	3	7
Not specified	5	5
Total number	874	770,928

* Not a category

Source : Table 11 New Zealand Census of Population and Dwellings, 1981, Volume 6 Education and Training, Department of Statistics.

Figure 2 shows the breakdown of qualifications by age. Respondents under 21 were more likely than any other age group to hold no secondary school qualification (38%), followed by 27% of respondents aged 41 to 45 years. The introduction of single subject passes for School Certificate in 1968 means that the data relating to School Certificate are not comparable across age groups.

Figure 2 Worker's highest school qualification and their age



The highest school qualification held showed a similar pattern across districts (see Appendix 7).

Figure 3 shows the breakdown of highest school qualification by rural-urban categorisation. The proportion of workers indicating they had a school qualification decreased with the size of the population centre - 92% rural, 80% minor urban areas, 76% secondary urban areas, and 73% main urban areas. In comparison with other centres, rural centres also had proportionately more workers who had obtained a sixth form qualification (69% in rural areas, 42% in secondary urban and minor urban areas but only 33% in main urban areas).

Figure 3 Worker's highest school qualification and their rural-urban location

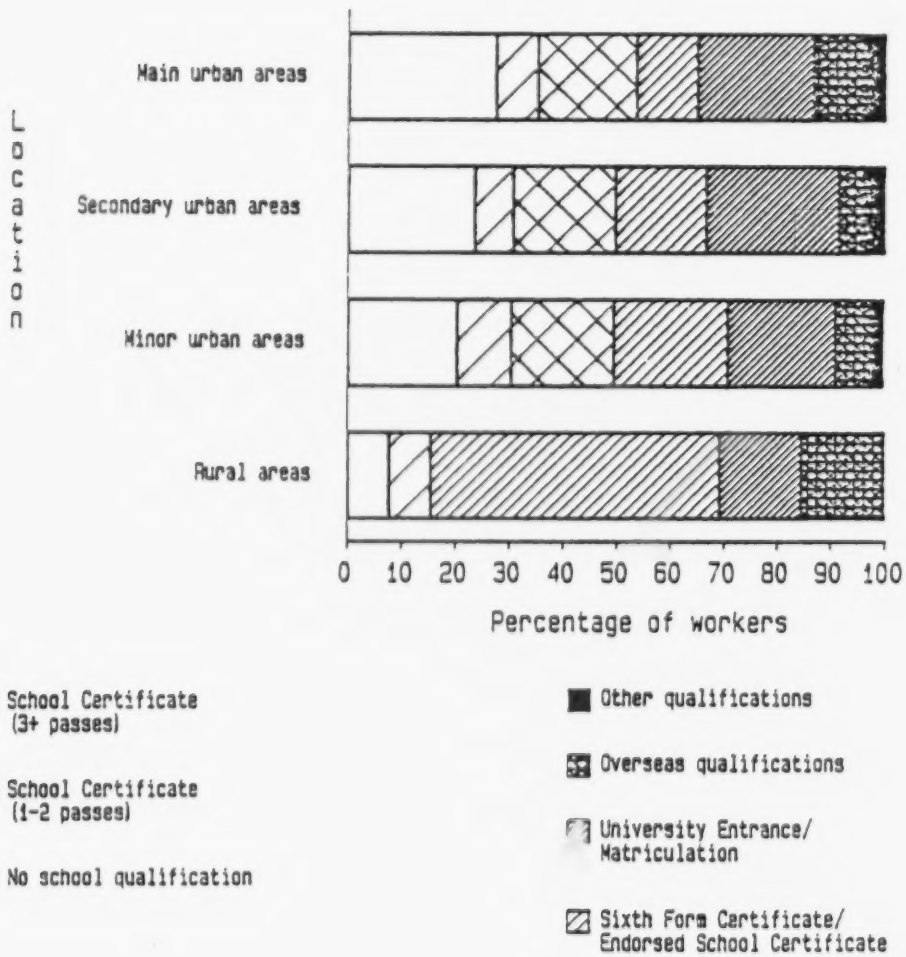


Table 7 shows the percentage of workers with, or studying for, particular qualifications recognised for working in childcare. Sixteen percent of the childcare workers had a Trained Teachers Certificate, and 11% a Playcentre Supervisors Certificate. Ten percent had a New Zealand Childcare Association Certificate and a further 14% were studying for this qualification.

Table 7 Workers' qualifications recognised for childcare (%)

	Have qualifications	Studying for qualifications
Trained Teachers Certificate (primary or secondary)	16	0
Playcentre Supervisors Certificate	11	2
New Zealand Childcare Association Certificate in Childcare	10	14
New Zealand Free Kindergarten Union Diploma	6	-
Certificate in Early Childhood Education or Early Child Development (Massey University)	4	5
Royal Society of Health Certificate in Child Care	4	0
Teachers College Certificate in Early Childhood Care and Education (Auckland, Christchurch, or Wellington)	3	0
Wellington Polytechnic Child Care Certificate	2	-
KinderCare Early Childhood Teachers Certificate StageII	1	2
Other	9	4
Number of childcare workers 874		

The majority (71%) of workers surveyed indicated that they either held a qualification recognised for working in childcare (53%) or were studying towards one (18%). Eight percent of those who had a qualification were studying for a further qualification.

Table 8 relates years of experience in the early childhood education services to the possession of a recognised qualification for working in childcare.

Table 8 Years worked in the early childhood education service and the workers' childcare qualifications (%)

Years worked in early childhood education area	Have 'childcare' qualification(a)	Studying for 'childcare' qualification	No mention of 'childcare' qualification
Less than one year	33	14	52
One year & under two	33	29	38
Two years & under three	38	34	28
Three years & under four	43	28	30
Four years & under five	53	20	27
Five years & under ten	76	8	17
Ten years plus	66	7	27
Number of childcare workers	63-217		

(a) This category includes workers who have a qualification and are also studying for another.

There was a trend for more experienced workers to be more likely to already have a childcare qualification. Other workers who were more likely to already have a childcare qualification were: older workers (63% of those aged 26 and over compared with 53% overall); supervisors (74%); teachers/assistant teachers (69%); and those from Southern district (63%).

Workers who were most likely to be studying for their first qualification were: younger workers (33% of workers under 26 compared with 18% overall), workers with no school qualifications (22%) or School Certificate in one or two subjects (27%), childcare workers (26%), childcare assistants (25%) and workers from rural areas (29%).

There are a number of other experiences which are considered valuable for working in the childcare area. Thus, the questionnaire asked workers to list any experience (e.g. being a parent, doing community work or being a nanny) related to childcare.

The responses given fell into nine main categories. Fifty-six percent of workers mentioned having parent or foster parent experience. Fifteen percent mentioned daycare or childcare experience, 23% other early childhood education experience (for example, playcentre supervisor, mother helper), whilst 15% mentioned general experience with children. Teaching was mentioned by 14% of the workers; nannying or governess experience by nine percent. Experience in social work was mentioned by eight percent of workers and some form of nursing by six percent. Other experiences related to childcare were mentioned by three percent of workers (for example, kindergarten committee work).

CHAPTER FIVE

THE IMPORTANCE OF TRAINING IN SPECIFIC AREAS OF CHILDCARE

This chapter presents information on various aspects of training including the importance placed on particular topics for childcare training by the centres and the workers themselves.

Training Required by Childcare Workers

Table 14 shows how important centres thought it was that staff who came to work in their centre already had, or could undertake, training in the areas listed. Child learning and development, understanding the role of play, child management techniques with individual children and with groups of children, safety and first aid, and practical ways of providing learning experiences were rated by centres as being the most important areas in which staff should have or obtain training.

Finance and budgeting, the care and education of babies (children under two), catering for handicapped children in non-specialist centres, and Maori language and taha Maori were most frequently mentioned as areas where training was not applicable. Furthermore, centres were most likely to consider finance and budgeting, Maori language and taha Maori, as well as administration and management to be areas which were not important.

Training Undertaken in 1985

Centres were asked if any staff had undertaken any training or education related to childcare while employed at their centre during 1985. Sixty-eight percent of centres answering this question said that at least one staff member had done so and 30% said none had.

Table 9 Training or education related to childcare undertaken by workers in 1985

	Number of childcare workers	Number of childcare centres
Correspondence course	244	150
Evening classes		
- once a week	130	71
- twice a week or more	48	23
Full day classes		
- once a week	98	66
- twice a week or more	32	19
Half day classes		
- once a week	125	78
- twice a week or more	48	27
- once a week in the weekend	35	19
Supervised training in a childcare centre	208	100
Workshop/discussion group/seminar/ short course (1-2 days)		
- held locally	377	168
- not local	120	57
Block courses (1-2 weeks)		
- held locally	55	28
- not local	50	31
Full-time (1-2 year) course		
- held locally	49	30
- not local	23	12
Other	115	54
Total number of childcare centres	508	

A further question obtained information on the way in which workers acquired this education or training. The results are presented in table 9. In 1985 short courses held locally were attended by 377 workers from 168 centres. Two hundred and forty-four workers from 150 centres undertook a correspondence course and 208 workers from 100 childcare centres received supervised training.

Table 14 The centres' perspective of the importance of training in topics related to childcare (%)

	Very Important	Important	Of some Importance	Not important	Not applicable
Child learning & development	77	16	5	1	1
Child management techniques					
- individual children	70	23	5	1	1
- groups of children	69	23	7	1	1
Administration & management	10	22	39	20	9
Staff relationships & decision making in the centre	34	36	20	6	4
Programme planning	44	35	15	3	3
Finance & budgeting	6	15	29	23	26
Practical ways of providing learning experiences	67	25	6	1	1
Understanding the role of play	72	20	6	1	1
Health (e.g., nutrition, health care)	49	33	13	2	3
Safety and first aid	70	24	5	0	1
Helping with children's routines & maintenance activities (e.g., toileting, washing)	49	33	13	3	2
Care & education of babies (children under two)	36	17	8	2	36
Human relationships/ communication	55	30	13	1	1
Working with parents	47	36	13	1	3
Knowledge of/familiarity with outside organisations	13	28	46	9	4
Maori language & taha Maori	10	17	41	21	11
Cultural & family differences	25	35	31	5	3
Catering for special needs & abilities	38	33	21	3	6
Catering for handicapped children in non-specialist centres	18	26	27	5	24
Philosophies and politics in early childhood care & education	17	26	32	18	7
Number of centres	489-498				

A similar question to workers asked how important it was for them to have more training or experience than they already had in the same areas. The question differed from that asked of the centres, in that workers were asked about both training and experience. The results are presented in table 15 below with the response categories "not important" and "not applicable" combined.

Expectations of Remaining in Childcare

Table 10 shows workers' expectations of remaining in childcare.

Table 10 Expectations of remaining in childcare (%)

Working in childcare field	Yes	No	Not sure	Did not indicate
In one years time	58	3	11	28
In two years time	44	5	20	31
In five years	27	7	45	22
Number of childcare workers	874			

Fifty-eight percent of this sample expected to still be working in the childcare field in one years time, reducing to 44% in two years and 27% in five years time. Seven percent of workers stated that they would not be working in childcare in five years time. Uncertainty increased as the number of years into the future increased, with 45% of workers indicating they were not sure whether or not they would be working in the childcare field in five years time.

Summary

Information described in this chapter came from questionnaires completed by 508 centres and 874 workers, and from the forms for application to operate a licensed childcare centre.

Childcare Centres

Twenty-nine percent of centres were full daycare centres, 10% were a combination of full daycare and an `other` centre type, 24% were community kindergartens, 10% private kindergartens, 10% work creches, and nine percent were special purpose centres. Only four percent were licensed as casual creches. There were some differences among educational districts and rural-urban areas in the types of centres operating.

The number of childcare workers in each centre ranged from one through to 13. The mean number of workers in each centre was four but this varied according to the type of centre and its urban-rural location.

Sixty-two percent of centres were open all day, 29% for part of the day and 11% for some other time.

Eighty-two percent of all childcare centres were open five days a week. However, this was true for only 54% of the centres open for part of the day.

Nearly a third of centres were open 40 to 50 hours a week, 23% were open 11 to 20 hours a week, 16% for 30 to 40 hours a week, and 12% for 20 to 30 hours a week.

The most frequent maximum number of children centres were licensed for was 30 children (16% of centres). Seventy-five percent of centres catered for 30 or fewer children. Centres catered for children with a variety of ages, the most frequently mentioned age ranges being: two, three and four years (24%), under one year to four years (15%), and under one year to five years and over (14%).

Forty-six percent of children who were booked in at a childcare centre were booked in for three or more days a week, and 38% for one or two days a week. Forty-three percent attended half days only, 29% for whole days only and 22% for less than three hours a day.

In only in 27% of the centres was there a specified minimum amount of time, daily or weekly, that a child had to attend.

Use of parent helpers was not a regular or common practice of childcare centres. Forty-three percent of centres did not use any parent helpers to assist in looking after children under any circumstances and 28% did so only sometimes. The majority of centres (69%) did not have to use parent helpers to meet the requirements of the childcare regulations.

Forty-two percent of centres wanted all staff to have, or be prepared to work towards, a recognised basic childcare qualification. Only 13% of centres had a policy that all staff should have a recognised qualification for working in childcare.

Seventy-six percent of centres which had a policy on employing staff were able to adhere to it. Of the 99 centres which could not adhere to their policy, 68 centres said it was because they could not find qualified staff and/or there were not enough training programmes, the programmes were not accessible, or were not relevant to their requirements.

Childcare Workers

Over a third of workers (36%) gave their position as childcare worker, 25% as supervisor, nine percent as assistant supervisor, eight percent as childcare assistant, six percent as teacher/assistant teacher and 15% listed other positions.

The age of workers was distributed from 16 through to 77 years with a fairly even distribution across age groups.

The majority of respondents (69%) worked five days a week. The number of hours worked per day varied greatly from half an hour per day through to eighteen and a half hours per day, with eight hours per day being the most usual (29%).

A quarter of the workers had worked in the early childhood area for less than two years and nearly a third between two and five years. Another quarter had worked in the area for between five and ten years, and 20% for ten or more years.

Forty-four percent of workers had attended secondary school for four years, 26% for five or more years and 22% for three years. A majority completed school with a secondary school qualification (68% including 8% with overseas qualifications).

The majority (71%) of workers surveyed indicated that they either held a recognised qualification for working in childcare (53%) or were studying towards one (18%). Sixteen percent of the childcare workers had a Trained Teachers Certificate, 11% a Playcentre Supervisors Certificate, 10% a New Zealand Childcare Association Certificate and a further 14% were studying for the latter qualification.

Workers mentioned other experiences relevant for working in childcare such as being parents or foster parents, daycare, childcare or other early childhood education experience, general experience with children, teaching, nannying or governess experience, social work and nursing.

Sixty-eight percent of centres stated that at least one staff member had undertaken training or education related to childcare while employed at their centre during 1985. Of these workers, the largest proportion had attended short courses held locally, undertaken correspondence courses or received supervised training in a childcare centre.

Over half of the workers expected to still be working in the childcare field in one years time reducing to 44% in two years time and 27% in five years time. The proportion who were uncertain about their future work plans increased over the same period.

CHAPTER FOUR

TRAINING OPPORTUNITIES FOR STAFF AND HELPERS

This chapter describes information collected on the demand for training of staff in childcare. This includes the extent to which centres would like to see staff, parent helpers and management committees undertake training, whether workers intended undertaking some form of further education or training in 1987 and the courses they planned to take.

Opportunities for Workers to Undertake Training

Centres were asked how many of their current staff they would like to see have an opportunity to undertake further education or training. Between a quarter and a third of centres did not answer these questions.

Three hundred and ten centres (61% of all centres) mentioned that they would like to see at least one of their staff given an opportunity to work towards a recognised basic qualification in childcare. The number of workers which these centres would like to be given such an opportunity totalled 673.

Slightly more centres (322 or 63%) would like to see at least one staff member being given the opportunity to undertake training or education in childcare beyond the basic level. A total of 776 workers were involved. Thus, these centres indicated a mean of 2.2 and 2.4 workers per centre respectively that they would like to see have opportunities for basic training or training beyond the basic level.

Table 11 shows the mean number of workers that centres indicated should be given the opportunity to undertake training according to various characteristics of centres.

Centres which had the largest average number of workers they wanted to have an opportunity to work towards a basic childcare qualification were full daycare centres (2.6), and those in rural areas (2.8).

Centres wanting the largest number of workers to have advanced education or training were combined work creches (3.1), those in main urban areas (2.6), special purpose centres (2.6) and full day centres (2.5) and other (2.8).

Table 11 Childcare training opportunities (mean number of workers per centre)

	Work towards a recognised basic childcare qualification	Undertake training or education in childcare beyond the basic level
Overall mean	2.2	2.4
Northern district	2.0	2.1
Hamilton district	2.2	2.2
Central district	2.3	2.4
Southern district	2.3	2.4
Rural areas	2.8	1.6
Minor urban areas	2.2	2.0
Secondary urban areas	2.0	2.0
Main urban areas	2.2	2.6
Full-day centres	2.3	2.6
Part-day centres	1.9	2.0
Other	1.8	2.1
Private kindergarten	2.2	2.5
Community kindergarten	1.8	1.7
Full daycare	2.6	2.5
Work creches	1.5	3.1
Casual creches	1.8	2.2
Special purpose	1.8	2.6
Domestic & full daycare	2.3	2.3
Other	1.9	2.8

Training Opportunities for Committees of Management and Helpers

Centres were asked how important it was to provide training opportunities (formal or informal) for management committees of childcare centres or for parent helpers and volunteers who work in childcare centres. One-fifth of centres (22% and 20% respectively) indicated that these questions did not apply to them. Of those to which it did apply, 38% felt it was very important and 26% that it was important for training opportunities to be provided for management committees. Only 12% felt it was not important (see figure 4). A similar result occurred for centres responding to the question on the provision of training opportunities for parent helpers and volunteers.

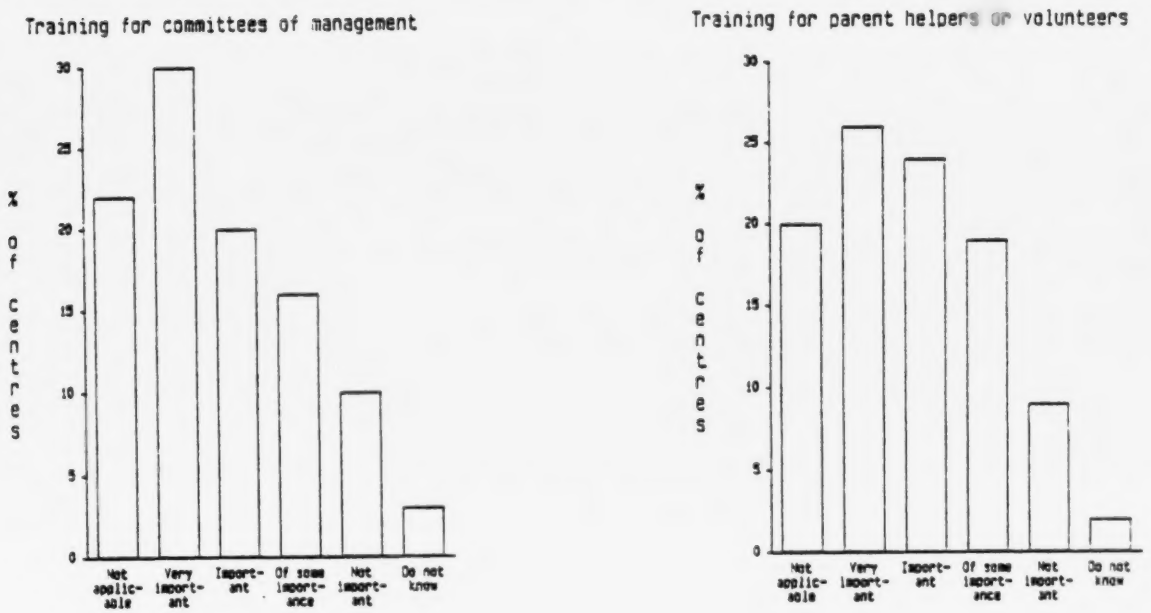


Figure 4

Table 12 shows the percentage of centres which indicated that it was important or very important for committees and helpers to receive some training (either formally or informally). Centres which indicated most frequently that it was important or very important for committees of management to receive further training were those in main urban areas (65%), full day centres (70%), and those in the Southern district (68%).

Table 12 Training opportunities for committees and helpers (% very important or important)

	Training opportunities for:	
	management committees of childcare centres	parent helpers & volunteers who work in child-care centres
Overall	64	62
Northern district	59	64
Hamilton district	61	47
Central district	67	59
Southern district	68	68
Rural areas	31	47
Minor urban areas	63	69
Secondary urban areas	63	58
Main urban areas	65	63
Full day centres	70	64
Part day centres	51	59
Other	56	59

Training for parent helpers or volunteers was most frequently rated as important or very important by centres in minor urban areas (69%), those in the Southern district (68%), and full-day centres (64%).

Centres which had indicated that it was of at least some importance that management committees or parent helpers receive training opportunities were asked to describe the areas that training should cover. Not surprisingly, centres wanted to see financial skills, managerial skills, and budgeting skills taught to committees of management (see Appendix 8 for further details). Training in child learning and development, understanding the role of play, and child management techniques for individuals and for groups of children (see Appendix 9) were mentioned most frequently as areas of training for parent helpers and volunteers.

Workers' Training Intentions for 1987

Workers were asked if they intended to do any education or training related to childcare in 1987. Figure 5 presents the results.

Figure 5 The workers' intentions for education or training in childcare in 1987

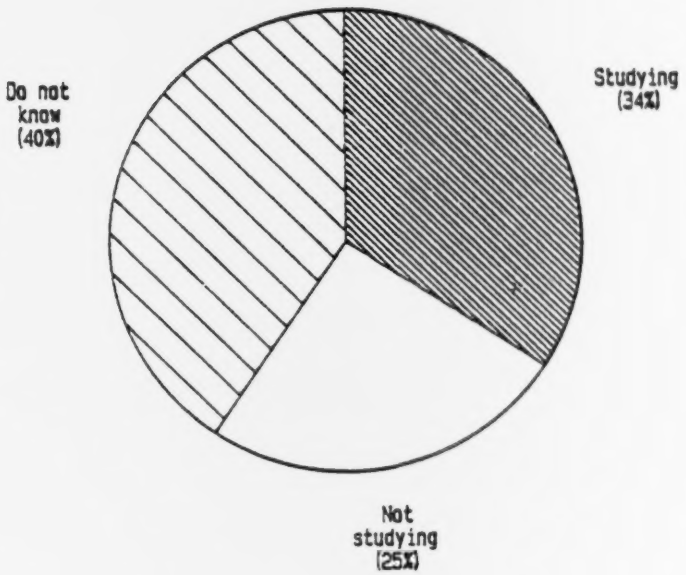


Table 13 shows the percentage of workers who indicated that they would be undertaking training related to childcare in 1987 according to various characteristics of workers and centres.

Table 13 Workers' training intentions for 1987 (%)

Overall	34
Northern district	29
Hamilton district	41
Central district	37
Southern district	37
Rural areas	35
Minor urban areas	28
Secondary urban areas	45
Main urban areas	45
Private kindergarten	27
Community kindergarten	23
Full daycare	39
Work creches	39
Casual creches	34
Special purpose	34
Other	38
Supervisor	28
Assistant supervisor	28
Childcare worker	44
Childcare assistant	37
Teacher/assistant teacher	17
Combination of positions	22
Other	33
Under 21	58
21 - 25	34
26 - 30	31
31 - 35	35
36 - 40	28
41 - 45	29
Over 45	23
Have childcare qualification	28
Studying for childcare qualification	64
Unmentioned	27
Worked - 1 year in preschool	52
Worked 1 - 2 years in preschool	43
Worked 2 - 3 years in preschool	46
Worked 3 - 4 years in preschool	30
Worked 4 - 5 years in preschool	37
Worked 5 - 10 years in preschool	28
Worked 10+ years in preschool	22

Workers who indicated most frequently that they would be undertaking training related to childcare in 1987 were those already studying for a childcare qualification (64%), those under 21 years (58%) and those who had worked in the early childhood education field for less than a year (52%).

Summary

This chapter discussed information collected on the demand for training of staff in childcare.

Opportunities for Workers to Undertake Training

The majority of centres (61% of all centres) mentioned that they would like to see at least one of their staff given an opportunity to work towards a recognised basic qualification in childcare.

Slightly more centres (63%) would like to see at least one of their staff given the opportunity to undertake training or education in childcare beyond the basic level.

These centres indicated a total of 673 workers and 776 workers respectively that they would like to see have opportunities for basic training and training beyond the basic level.

Training Opportunities for Committees of Management and Helpers

One-fifth of centres indicated that questions on providing training opportunities (formal or informal) for management committees or for parent helpers and volunteers did not apply to them. Of those who responded, 64% felt it was important or very important for training opportunities to be provided for management committees. Sixty-two percent gave the same rating to training parent helpers and volunteers.

The areas of training listed as being of some importance for management committees were financial skills, managerial skills and budgeting skills. For parent helpers or volunteers, training in child learning and development, understanding the role of play, and child management techniques for individuals and groups of children were mentioned most often by centres.

Workers' Training Intentions for 1987

Approximately one-third of workers intended to undertake some form of training or education related to childcare in 1987. Forty percent were undecided and a quarter said they did not intend doing any education or training.

Workers who were already studying for a childcare qualification, were aged under 21, or had been working in the early childhood education area for less than one year were more likely than other workers to be planning to undertake training or education in 1987.

Table 15 The workers' perceptions of the importance of further training in topics related to childcare (%)

	Very Important	Important	Of some Importance	Not important/ not applicable
Child learning & development	42	28	18	12
Child management techniques				
- individual children	38	32	20	11
- groups of children	36	33	19	12
Administration & management	17	31	30	23
Staff relationships & decision making in the centre	31	29	23	17
Programme planning	32	34	20	14
Finance & budgeting	13	26	27	33
Practical ways of providing learning experiences	40	34	18	8
Understanding the role of play	32	29	22	16
Health (e.g., nutrition, health care)	34	25	23	19
Safety and first aid	42	30	16	12
Helping with children's routines & maintenance activities (e.g., toileting, washing)	23	25	23	29
Care & education of babies (children under two)	28	22	13	38
Human relationships/ communication	33	30	25	11
Working with parents	30	35	23	12
Knowledge of/familiarity with outside organisations	13	36	35	17
Maori language & taha Maori	12	23	34	31
Cultural & family differences	19	34	34	14
Catering for special needs & abilities	36	34	19	10
Catering for handicapped children in non-specialist centres	27	29	22	21
Philosophies and politics in early childhood care & education	12	18	38	32

Number of workers 800-843

The six topics which were considered to be the most important were: childcare learning and development, safety and first aid, practical ways of providing learning experiences, child management techniques for groups and individual children, and catering for special needs and abilities.

It is interesting to observe that although the centres tended to use the 'very important' category more often than workers for most topics, the order of importance was similar for both groups. However, understanding the role of play and helping with children's routines and maintenance activities received relatively higher rankings from centres than from workers. The opposite held for catering for special needs and abilities. Administration and management, Maori language and taha Maori, and catering for handicapped children in non-specialist centres, although similarly ranked were more likely to have been rated as very important by workers than by centres.

The six topics most frequently rated by workers as being not important or not applicable were care and education of babies (children under two), finance and budgeting, philosophies and politics in early childhood education and care, Maori language and taha Maori, helping with children's routines and maintenance activities, and administration and management. These topics are very similar to those given by centres. However, workers were much more likely than centres to indicate that helping with children's routine and maintenance activities was not important or not applicable (29% and 5% respectively).

Responses were compared for different types of centres and workers with different backgrounds (see Appendices 10 - 20). Although there were some minor differences there were few significant trends. Private kindergartens, part-day centres and centres in rural areas tended to give lower ratings to many topics. Maori language and taha Maori was rated lower in the Northern district than in the other districts by both centres and workers. Workers studying for qualifications were more likely than other workers to rate each item as important or very important. Supervisors tended to give lower ratings on many items.

Summary

This chapter presented information on perceptions of the importance for childcare workers of training in various topics relating to childcare.

Child learning and development, understanding the role of play, child management techniques with individual children and with groups of children, safety and first aid, and practical ways of providing learning experiences were rated by centres as being the most important areas that staff should have or be able to obtain training in.

Finance and budgeting, the care and education of babies (children under two), catering for handicapped children in non-specialist centres, Maori language and taha Maori, administration and management , and philosophies and politics in early childhood care and education were the areas which were most often given the lowest ratings.

In answering a similar question workers gave similar responses except for giving a relatively lower rating to understanding the role of play and a relatively higher rating to catering for children with special needs and abilities.

Although centres tended to use the `very important` category more than workers, the order of importance was similar for both. The topics given the lowest ratings by workers were very similar to those given by centres except that helping with children's routines and maintenance activities was seen by workers as less important than catering for handicapped children in non-specialist centres. The reverse was true for centres.

CHAPTER SIX

TRAINING METHODS

The first section of this chapter examines the suitability of various ways to obtain further education or training related to childcare as perceived by centres and workers. The second section examines the reasons why some of these ways were considered unsuitable.

Suitability of Training Methods

Once working in childcare, further education or training in childcare can be obtained by a variety of means. Centres were asked to indicate how suitable each of the methods listed in table 16 was as a means of providing further education for their staff, given the centre's location and their policy on staff training.

Methods of training which were most frequently seen by centres as being suitable or very suitable were: locally held workshops, discussion groups, seminars, or short courses of one or two days; supervised training in a childcare centre; correspondence courses; evening classes once a week; and half day classes once a week. Locally held courses or programmes were more favoured than courses away from the childcare centre's locality.

Methods mentioned most frequently as not being suitable were: full-time courses of one to two years duration which were not held locally; block courses, not local; full day classes twice a week or more; half day classes once a week in the weekend; workshops, discussion groups, seminars, or short courses not held locally; and half day classes twice a week or more.

Table 16 Suitability of training as rated by centres (%)

	Very suitable	Suitable	Not very suitable	Not suitable	Suit some not others	Not sure	Not applicable
Correspondence courses	34	28	14	10	6	3	5
Evening classes							
- once a week	24	30	21	15	1	2	6
- twice a week plus	6	11	33	39	0	3	7
Full day classes							
- once a week	16	23	21	30	0	2	7
- twice a week plus	2	6	24	59	0	2	8
Half day classes							
- once a week	21	33	17	21	0	2	7
- twice a week plus	5	13	26	46	0	2	7
- once a week in the weekend	6	6	20	56	1	2	8
Supervised training in a childcare centre	38	31	7	12	3	1	8
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	47	36	5	6	2	1	3
- not local	2	13	28	50	1	2	5
Block course(1-2 weeks)							
- held locally	19	24	17	30	1	2	6
- not local	2	8	22	59	0	1	7
Full time (1-2 year) course							
- held locally	15	13	15	41	0	3	13
- not local	3	6	15	60	-	3	13
Number of childcare centres	432-483						

Workers responded to a similar question question but taking into account their preferences and circumstances, as well as their centre's location and policy on staff training. These results are presented in table 17.

Although the order of suitablity of these methods differs from that given by the centres, the methods considered most suitable are the same.

Methods which were rated by at least three-fifths of workers as not suitable were: full day classes held twice a week or more, half day classes in the weekend, non-local block courses, evening classes twice a week or more, non-local full time courses and half day classes twice a week or more. These methods are similar to those given by the centres as being less suitable methods but with the exclusion of non-local workshops, discussion groups, seminars or short courses, and the inclusion of evening classes twice a week or more.

Table 17 Suitability of training as rated by workers (%)

	Very suitable	Suitable	Not suitable	Not applicable
Correspondence courses	31	41	17	11
Evening classes				
- once a week	19	46	27	8
- twice a week plus	6	18	62	14
Full day classes				
- once a week	14	30	43	13
- twice a week plus	3	11	71	15
Half day classes				
- once a week	17	41	30	12
- twice a week plus	6	20	60	14
- once a week in the weekend	4	15	66	15
Supervised training in a childcare centre	24	39	17	20
Workshop/discussion group/seminar/short course (1-2 days)				
- held locally	38	46	9	6
- not local	4	24	57	14
Block course(1-2 weeks)				
- held locally	16	32	39	13
- not local	3	14	65	18
Full time (1-2 year) course				
- held locally'	12	17	47	24
- not local	2	8	62	28
Number of childcare workers	714-821			

However, a greater proportion of workers than centres indicated that the possible methods of obtaining further training were not applicable to them. This may in part be due to workers being asked to consider a larger number of circumstances which could prevent them from undertaking training in the ways listed. Full-time courses (local and non-local) were more likely than other methods to be seen by both workers and centres as not being applicable ways of obtaining further training in childcare.

Responses were compared for different types of centres and workers with different backgrounds (see Appendices 21 - 30). Although there were minor differences there were few significant trends. In addition, the patterns of response tended to differ between workers and centres.

Reasons for Unsuitability of Training Methods

The centres which had stated that a training method was "not suitable " or "not very suitable" were asked to give the two main reasons for its unsuitability. Table 18 presents the results combined for both responses.

Reasons given most often for the unsuitability of full day classes, half-day classes, local short courses, workshops, discussion groups, or seminars, and block courses were: the need to avoid disrupting the rosters/maintain continuity of staff, the lack of money to pay relievers and the unavailability of relievers. Correspondence courses, evening classes, and weekend courses were thought to be unsuitable because of the other priorities or commitments staff had or because time was not available outside work hours or staff were too tired.

A third and a half of centres respectively, which indicated that non-local block courses and workshops were unsuitable gave lack of transport or the inconvenient location of the centre or courses as the reason.

It is interesting to note that in answering an open-ended question on the reasons for unsuitability of training methods, half the workers gave no time off work as a reason for the unsuitability of full day classes and half day classes once a week (see Appendix 31).

Methods of training that required workers to give up their own time, for example evening or weekend classes, tended to be regarded as unsuitable because workers had family commitments or had no time available after work.

Although taking correspondence courses was considered unsuitable by only a fifth of the workers, for half of these it was because it was unsuitable as a learning method for them.

Table 18 Reasons for unsuitability of training methods (% of centres)

	Lack of opportunities locally	Needs to avoid disrupting rosters/maintain continuity of staff	Lack of money to to pay relievers	Unavail-ability of relievers	Outside centre's policy and/or practice
Correspondence courses	3	2	3	1	6
Evening classes					
- once a week	9	-	1	-	5
- twice a week plus	8	2	2	1	2
Full day classes					
- once a week	9	45	42	30	4
- twice a week plus	6	51	41	34	3
Half day classes					
- once a week	10	42	39	24	3
- twice a week plus	6	49	38	28	2
- once a week in the weekend	6	4	3	2	3
Supervised training in a childcare centre	7	33	11	6	11
Workshop/discussion group/seminar/short course (1-2 days)					
- held locally	2	50	39	44	7
- not local	2	14	19	11	2
Block course(1-2 weeks)					
- held locally	3	41	44	31	4
- not local	2	25	30	18	4
Full time (1-2 year) course					
- held locally	7	22	28	13	8
- not local	2	14	23	9	8

(Continued on next page)

Table 18 (Continued)

	Staff have other priorities or commitments	Time outside work hours not available or staff too tired	Staff aren't interested	Inconvenient location/lack of transport	Other	% not suitable or not very suitable
Correspondence courses	44	56	24	1	17	24
Evening classes						
- once a week	59	64	8	11	3	37
- twice a week plus	62	66	8	9	1	72
Full day classes						
- once a week	17	10	1	6	2	52
- twice a week plus	14	8	2	5	1	82
Half day classes						
- once a week	18	8	4	7	3	38
- twice a week plus	16	8	3	6	1	72
- once a week in the weekend	65	49	18	5	2	76
Supervised training in a childcare centre	14	8	8	1	20	18
Workshop/discussion group/seminar/short course (1-2 weeks)						
- held locally	9	6	6	4	-	11
- not local	23	10	10	47	6	78
Block course(1-2 days)						
- held locally	18	11	4	4	1	48
- not local	22	9	8	34	4	81
Full time (1-2 year) course						
- held locally'	26	6	20	4	10	56
- not local	27	6	21	21	10	75

Summary

This chapter presented information on the suitability of various ways for workers to obtain further education or training related to childcare.

Centres were asked to indicate the suitability of a number of means for obtaining further education relating to childcare for their staff, given the centre's location and its policy on staff training. Methods of training which were most frequently seen by centres as being suitable or very suitable were in rank order: locally held workshops, discussion groups, seminars, or short courses of one or two days; supervised training in a childcare centre; correspondence courses; evening classes once a week; and half day classes once a week. Workers in responding to a similar question listed these same methods, although the order varied slightly (see tables 16 and 17 for further information).

Locally held courses or programmes were more favoured than courses away from the centre's locality. The methods most frequently mentioned as being not suitable were: full time courses of one or two years duration which were not held locally, block course, not local; full day classes twice a week or more; half day classes once a week in the weekend; workshops, discussion groups, seminars, or short courses not held locally; and half day classes twice a week or more.

The methods given by workers as being most unsuitable were the same as those given by centres except that workers gave relatively lower ratings to non-local workshops, discussion groups, seminars or short courses and relatively higher ratings to evening classes twice a week or more.

Centres which had stated that a training method was "not suitable" or "not very suitable" were asked to give the two main reasons for their unsuitability. As would be expected, the other priorities of staff and the lack of time available outside work hours were most commonly given as reasons for the unsuitability of the forms of training that take place outside work hours.

Lack of money to pay relievers, the shortage of relievers, and the need to avoid disrupting rosters and to maintain the continuity of staff were most often given as reasons why methods in work time were not suitable. Non-local courses

were often considered unsuitable because of the centre's location or lack of transport.

Many workers indicated that time off work was not available which meant that methods requiring workers to be absent for training during work time, for example full day and half day classes, were unsuitable. For methods that required workers to give up their own time, family commitments or lack of time were most often given as reasons. Again, location and/or lack of transport often made non-local courses unsuitable.

CHAPTER SEVEN

SUMMARY

This chapter discusses the results of the research under five headings - profile of centres, profile of workers, demand for training, training content, and training methods.

Profile of Centres

Completed questionnaires were received from 508 centres. Twenty-nine percent of centres were full daycare centres and 10% were a combination of full daycare and an `other` centre type. Twenty-four percent were community kindergartens, 10% private kindergartens, 10% work creches, and nine percent were special purpose centres. Only four percent were licensed as casual creches.

Sixty-two percent of centres were open all day, 26% in the morning only, two percent in the afternoon only, one percent were open overnight and 11% for some other time.

Eighty-two percent of all centres were open five days a week. There was great diversity in the number of hours centres were open, from 2.5 hours through to 72 hours a week. In only 27% of the centres was there a specified minimum amount of time, daily or weekly, that a child had to attend.

The mean number of childcare workers in each centre was four but it ranged from one through to 13.

Seventy-five percent of centres were licensed to care for 30 or fewer children with the most frequent number being 30 children. Centres catered for children with a variety of ages but usually covering three different years.

Forty-six percent of children who were booked in at a childcare centre were booked in for three or more days a week and 38% for one or two days a week. Forty-three percent attended half days only, 29% for whole days only and 22% for less than three hours.

Use of parent helpers was not a common practice of childcare centres. Forty-three percent of centres did not use any parent helpers to assist in looking after children under any circumstances and 28% did so only sometimes. The majority of centres (69%) did not have to use parent helpers to meet the requirements of the childcare regulations.

Profile of Childcare Workers

Completed questionnaires were received from 874 workers. Thirty-six percent gave their position as childcare worker, 25% as supervisor, nine percent as assistant supervisor, eight percent as childcare assistant, six percent as teacher/ assistant teacher, and 15% listed other postions.

The majority (71%) of workers surveyed indicated that they either held a qualification that is currently recognised for childcare (53% including 8% studying for a further qualification) or were studying towards one (18%).

Sixteen percent of workers had a Trained Teachers Certificate, 11% a Playcentre Supervisors Certificate, 10% a New Zealand Childcare Association Certificate and a further 14% were studying for this qualification.

A quarter of workers had worked in the early childhood area for less than two years, and nearly a third for between two and five years. A quarter had worked in the area for between five years and ten years, and 20% for ten or more years.

Other experiences mentioned by workers as being relevant for working in childcare were being parents or foster parents, daycare, childcare or other early childhood experience, general experience with children, teaching, nannying or governess experience, social work and nursing.

A large majority of workers had completed school with a secondary school qualification (68% including 8% with overseas qualifications).

The majority of respondents (69%) worked five days a week. The number of hours per day worked varied greatly from half an hour per day through to eighteen and a half hours per day, with eight hours per day being the most common.

Demand for Training

A clear demand for childcare training exists for staff currently employed in childcare centres. Forty-two percent of centres wanted all staff to have, or be prepared to work towards, a recognised basic qualification. Thirteen percent of centres had a policy that all staff should have a recognised qualification for working in childcare.

Although the majority of centres which had a policy on employing staff were able to adhere to it, ninety-nine centres could not. Of these 99 centres, 68 centres said they could not adhere to their policy because they could not find qualified staff and/or there were not enough training programmes, the programmes were not accessible, or they were not relevant to their requirements.

Sixty-one percent of centres mentioned that they would like to see at least one of their current staff given the opportunity to work towards a basic qualification recognised in childcare. These centres indicated a total of 673 workers who required basic training.

There is also a need for training opportunities beyond the basic level. Sixty-three percent of centres wanted to see at least one of their current employees given the opportunity to undertake training or education beyond the basic level (a total of 776 workers).

Thirty-four percent of workers indicated that they intended to undertake some form of training or education related to childcare in 1987 and a further 40% were undecided. That is, 274 workers intended to study and a further 321 might undertake a training or educational programme related to childcare in 1987.

Centres were asked about the desirability of committees of management and parent helpers receiving training. Sixty-four percent of centres thought training was important or very important for committees of management and 62% for parent helpers and volunteers. It should be noted that these are the centres' opinions and that these two groups were not surveyed to determine their attitudes.

Training Content

Centres were asked how important they thought it was that staff who came to work in their centre already had or could undertake training in a number of areas. Child learning and development, understanding the role of play, child management techniques with individual children and with groups of children, safety and first aid, and practical ways of providing learning experiences were mentioned most frequently as very important areas that staff should have or be able to obtain training in.

In answering a similar question, workers gave similar responses except for giving a relatively lower rating to understanding the role of play and a relatively higher rating to catering for children with special needs and abilities. Although centres tended to use the `very important` category more than workers the order of importance was similar for both. Topics given the lowest ratings by both centres and workers were also very similar - care and education of babies (children under two), finance and budgeting, philosophies and politics in early childhood education and care, Maori language and taha Maori, administration and management, and catering of handicapped children.

Very clearly there is high agreement as to the content of training for workers in childcare. Comparison of responses for different types of centres and workers with different backgrounds showed remarkable agreement on the importance of each topic.

Areas of training listed as important for management committees included financial, managerial and budgeting skills. For parent helpers or volunteers, training in childcare learning and development, understanding the role of play, and child management techniques for individuals and groups of children were mentioned most frequently by centres.

Training Methods

Methods of training which were most frequently seen by centres as being suitable or very suitable were: locally held workshops, discussion groups, seminars, or short courses of one or two days; supervised training in a childcare centre; correspondence courses; evening classes once a week; and half day classes once a week. Workers, in responding to a similar question, listed these same methods, although the order varied slightly. It should be noted that centres were answering in terms of the suitability of training methods for current staff and not potential staff.

Not surprisingly, locally held courses were more favoured than courses away from the centre's locality.

Centres that had stated that a training method was "not suitable" or "not very suitable" were asked to give the two main reasons for its unsuitability. As would be expected, the priorities of staff and the availability of time outside work hours were most commonly given as reasons for the unsuitability of the forms of training that take place outside of work hours. Lack of money to pay relievers, the shortage of relievers, the need to avoid disrupting rosters and to maintain continuity of staff, (and the problems related to distance from the courses) were some of the reasons given as to why methods in work time were not suitable.

Many workers indicated that time off work was not available which meant methods requiring workers to be absent for training during work time were unsuitable. For methods that required workers to give up their own time, family commitments or lack of time were given most often as reasons for unsuitability.

The timing of the courses, that is in work time or out of work time, has implications for both funding and continuity of staff. The provision of funding for relievers may enable more workers to receive specific childcare training. On the other hand, the need to use relievers would increase problems with maintaining the continuity of staff and lead to greater disruption of rosters.

APPENDICES

Appendix 1: Type of childcare centre (%)

Private kindergarten	10.3
Community kindergarten	24.2
Full daycare	29.4
Work creche	10.1
Casual creche	4.4
Special purpose centre	9.1
Family day care	.2
Private kindergarten and domestic childcare	2.0
Private kindergarten and special purpose	0.2
Community kindergarten and full daycare	0.4
Domestic childcare and full day centre	6.5
Full day care and casual creche	0.2
Full day care and overnight care	0.2
Full day care and family day care	1.4
Work creche and family day care	0.2
Domestic childcare and full day care and overnight care	1.0
Community kindergarten and full day care and casual creche	0.2
Number of centres 504	

Appendix 2: Type of childcare centre by urban-rural location (%)

	Main urban centres	Secondary urban centres	Minor urban centres	Rural centres	Total
Full daycare	29	28	33	24	29
Community kindergarten	21	23	30	67	24
Private kindergarten	11	14	3	10	10
Work creche	13	5	7	-	10
Special purpose centre	8	11	15	-	9
Domestic childcare & full daycare	7	6	7	-	7
Casual creche	6	2	-	-	4
Private kindergarten and domestic childcare	1	6	-	-	2
Full day care and family daycare	2	-	2	-	1
Domestic childcare and full daycare and overnight care	1	2	2	-	1
Other	1	2	3	-	2
Number of centres	329	93	61	21	504

Appendix 3: Number of staff and the type of centre

	Number of staff	Mean number of staff	Total number of centres
Private kindergarten	156	3.0	52
Community kindergarten	341	2.8	122
Full daycare	736	5.0	147
Work creche	234	4.6	51
Casual creche	82	3.7	22
Special purpose centre	208	4.6	45
Private kindergarten and domestic childcare	26	2.6	10
Domestic childcare and full day centre	105	3.2	33
Full day care and family day care	41	5.9	7
Domestic childcare and full day care and overnight care	17	3.4	5
Other	37	4.6	8
Number of centres 502			

Appendix 4: Number of children allowed at each centre

Maximum number of children	Percent of centres
5-10	11
11-15	10
16-20	17
21-25	18
26-30	20
31-35	8
36-40	10
41-50	8
Number of centres 504	

Appendix 5: Third schedule staffing requirements
Child care regulations 1985

Type of child care centre	Ages of children	Staff/child ratio
Full day centre between 7am and 9pm	Under 2 years of age exclusively	1 staff member for every 5, or part of 5, children up to a maximum of 25 children.
Full day centre licensed for 20 or more children between 7 a.m. and 9 p.m.	Mixed age group including children under 2 years of age*	1 staff member for every 4, or part of 4, children up to a maximum of 25 children
Full day centre between 7 a.m. and 9 p.m.	Over 2 years of age exclusively	1 staff member for 6 children or less. 2 staff members for more than 6 children but less than 21 children. Where there are more than 20 children, 2 staff members plus 1 additional staff member for every 10, or part of 10, children in excess of 20 up to a maximum of 50 children
Overnight child care centre between 9 p.m. and 7 a.m.	All ages	1 staff member for every 4, or part of 4, children up to a maximum of 16 children.
Pre-school centre for disabled children	Under 3 years of age	1 staff member for every 3, or part of 3, children up to a maximum of 25 children.
Pre-school centre for disabled children	Over 3 years of age	1 staff member for every 5, or part of 5, children up to a maximum of 50 children.
Sessional centre	Under 2 years of age	1 staff member for every 5, or part of 5, children up to a maximum of 25 children.
Sessional centre	Over 2 years of age	1 staff member for 8 children or less. 2 staff members for more than 8 children but less than 31 children. Where there are more than 30 children, 2 staff members plus 1 additional staff member for every 15, or part of 15, children in excess of 30 up to a maximum of 50 children.

* This must be interpreted in conjunction with the main regulation 28. (4) (d).

Appendix 6: The position of the worker and the age of the worker (%)

	Under 21	21-25	26-30	31-35	36-40	41-45	Over 45	Total (N)
Supervisor	2	8	13	16	21	18	22	214
Assistant supervisor	9	18	17	22	13	10	10	77
Childcare worker	25	19	14	11	12	9	9	307
Childcare assistant	25	18	7	16	16	7	10	68
Teacher or assistant teacher	4	12	8	13	27	13	23	52
Combination of positions	6	3	11	11	29	20	20	35
Other positions	13	5	14	13	10	17	29	87
Number of childcare workers								840

Appendix 7: Highest school qualification by district (%)

	Northern	Hamilton	Central	Southern
No school qualification	26	25	28	22
School Certificate in one or two passes	9	11	5	9
School Certificate in three or more passes	18	15	15	25
Sixth Form Certificate/ Endorsed School Certificate	15	18	12	14
University Entrance/ matriculation	22	22	24	19
Overseas qualification	7	7	13	4
Other	3	2	3	7
Number of childcare workers	316	108	242	159

Appendix 8: Training content for committees of management

	Number of centres
Child learning & development	21
Child management techniques	
- individual children	9
- groups of children	8
Administration	22
Management skills	37
Staff relationships	29
Programme planning	19
Finance	59
Budgeting	46
Practical ways of providing learning experiences	7
Understanding the role of play	14
Health (e.g., nutrition, health care)	5
Safety and first aid	5
Helping with children's routines & maintenance activities (e.g., toileting, washing)	1
Care & education of babies (children under 2)	0
Human relationships	20
Communication	18
Working with parents	9
Knowledge of/familarity with outside organisations	9
Maori language & taha Maori	0
Cultural & family differences	2
Catering for special needs & abilities	2
Catering for handicapped children	2
Philosophies and politics in early childhood care & education	16
Equipment	29
Staff management and employment	27
Aims/philosophies/operation of own centre	26
Knowledge of early childhood education	24
Knowledge of unions and childcare regulations	21
Running and problems of a childcare centre	14
Children's needs	12
All areas	9
Time management	9
Subsidies and grants	8
Decision making	7
Staff and children needs	6
Record keeping	5
Wages	5
Support for staff	5
Gst/ taxation	4
Meeting procedure	4
Industrial relations	4
Other	59

Appendix 9: Training content for parent helpers or volunteers

	Number of centres
Child learning & development	122
Child management techniques	
- individual children	58
- groups of children	61
Administration & management	6
Staff relationships and decision making in the centre	4
Programme planning	15
Finance & budgeting	1
Practical ways of providing learning experiences	24
Understanding the role of play	63
Health (e.g., nutrition, health care)	19
Safety and first aid	37
Helping with children's routines & maintenance activities (e.g., toileting, washing)	10
Care & education of babies (children under 2)	1
Human relationships	23
Communication	17
Working with parents	4
Knowledge of/familarity with outside organisations	1
Maori language & taha Maori	1
Cultural & family differences	6
Catering for special needs & abilities	7
Catering for handicapped children in non-specialist centres	3
Philosophies and politics in early childhood care & education	3
Basic childcare education	28
Basic running of centre	19
Needs of children	18
Centre philosophy	16
Discipline	10
Work (able to) work with children	8
Role of volunteers or helpers	6
Help out with workload	5
Social & emotional education	5
Regulations	4
Other	96

Appendix 10: Content of training by the type of centre (% of centres rating each topic as being of at least some importance)

	Private kindergarten	Community kindergarten	Full daycare	Work creche	Casual creche	Special purpose centre	Other centres
Child learning & development	96	99	99	98	95	100	95
Child management techniques							
- individual children	94	100	99	98	95	100	95
- groups of children	94	100	99	98	95	100	95
Administration & management	50	78	74	80	68	74	58
Staff relationships & decision making in the centre	76	93	93	90	95	98	86
Programme planning	78	95	97	100	89	100	88
Finance & budgeting	35	51	53	65	53	52	43
Practical ways of providing learning experiences	94	100	99	98	95	100	97
Understanding the role of play	94	99	99	98	95	100	97
Health (e.g., nutrition, health care)	86	93	99	98	95	100	95
Safety and first aid	96	100	100	98	100	100	97
Helping with children's routines & maintenance activities (e.g., toileting, washing)	84	92	98	98	100	100	92
Care & education of babies (children under 2)	12	41	78	78	89	91	58
Human relationships/ communication	96	100	99	98	95	100	97
Working with parents	90	97	98	94	95	100	93
Knowledge of/familarity with outside organisations	65	82	95	96	84	100	85
Maori language & taha Maori	44	64	78	84	74	60	60
Cultural & family differences	78	91	97	96	89	93	85
Catering for special needs & abilities	84	90	94	92	94	100	88
Catering for handicapped children in non-specialist centres	54	68	74	71	79	89	72
Philosophies and politics in early childhood care & education	52	72	77	88	68	95	70
Number of centres	49-51	116-119	145-148	50-51	18-20	43-46	57-60

Appendix 11: Content of training by the type of centre (% of workers rating each topic as being of at least some importance)

	Private kindergarten	Community kindergarten	Full daycare	Work creche	Casual creche	Special type centre	Other centres
Child learning & development	85	82	90	89	80	89	89
Child management techniques							
- individual children	85	84	91	95	83	89	88
- groups of children	81	84	91	91	82	91	90
Administration & management	63	70	84	82	66	71	83
Staff relationships & decision making in the centre	62	69	87	90	74	88	90
Programme planning	71	80	91	87	77	91	87
Finance & budgeting	45	53	77	77	66	52	70
Practical ways of providing learning experiences	86	88	95	93	83	91	92
Understanding the role of play	71	78	89	86	77	83	84
Health (e.g., nutrition, health care)	65	72	87	88	66	84	88
Safety and first aid	89	86	89	91	76	88	89
Helping with children's routines & maintenance activities (e.g., toileting, washing)	52	59	78	75	71	68	76
Care & education of babies (children under 2)	18	36	74	71	77	72	67
Human relationships/ communication	80	85	91	94	79	93	89
Working with parents	72	86	92	90	77	96	88
Knowledge of/familarity with outside organisations	71	78	86	85	74	92	87
Maori language & taha Maori	49	59	77	83	60	62	68
Cultural & family differences	73	80	91	91	71	89	87
Catering for special need & abilities	70	87	93	91	83	97	90
Catering for handicapped children in non-specialist centres	58	72	83	79	81	85	80
Philosophies and politics in early childhood care & education	45	56	72	76	65	84	64
Number of childcare workers	62-67	128-141	301-316	96-104	34-36	88-95	87-91

Appendix 12: Content of training by the time of day centres were open (% of centres rating each topic as being of at least some importance)

	Full-day	Part-day	Other
Child learning & development	98	98	98
Child management techniques			
- individual children	98	97	98
- groups of children	98	98	98
Administration & management	73	66	70
Staff relationships & decision making in the centre	93	84	93
Programme planning	96	90	92
Finance & budgeting	53	45	48
Practical ways of providing learning experiences	99	96	100
Understanding the role of play	99	98	97
Health (e.g., nutrition, health care)	98	94	87
Safety and first aid	99	98	98
Helping with children's routines & maintenance activities (e.g., toileting, washing)	97	91	90
Care & education of babies (children under 2)	76	33	48
Human relationships/ communication	98	98	100
Working with parents	97	94	95
Knowledge of/familarity with outside organisations	93	78	80
Maori language & taha Maori	74	57	57
Cultural & family differences	94	84	92
Catering for special needs & abilities	93	86	93
Catering for handicapped children in non-specialist centres	76	59	75
Philosophies and politics in early childhood care & education	78	67	75
Number of centres	304-311	123-127	60-61

Appendix 13: Content of training by district (% of centres who rated each topic as being of at least some importance)

	Northern	Hamilton	Central	Southern
Child learning & development	98	100	96	100
Child management techniques				
- individual children	97	100	96	100
- groups of children	97	100	97	100
Administration & management	72	73	64	78
Staff relationships & decision making in the centre	91	94	86	94
Programme planning	93	96	92	97
Finance & budgeting	48	61	46	57
Practical ways of providing learning experiences	98	100	97	100
Understanding the role of play	99	99	96	100
Health (e.g., nutrition, health care)	94	97	94	99
Safety and first aid	98	100	99	100
Helping with children's routines & maintenance activities (e.g., toileting, washing)	95	99	90	98
Care & education of babies (children under 2)	54	70	59	74
Human relationships/ communication	98	100	97	100
Working with parents	96	94	94	99
Knowledge of/familarity with outside organisations	88	88	87	89
Maori language & taha Maori	62	79	68	70
Cultural & family differences	91	97	88	92
Catering for special needs & abilities	92	93	89	93
Catering for handicapped children in non-specialist centres	71	68	70	78
Philosophies and politics in early childhood care & education	73	74	73	83
Number of centres	183-188	65-68	141-144	91-95

Appendix 14: Content of training by district (% of workers who rated each topic as being of at least some importance)

	Northern	Hamilton	Central	Southern
Child learning & development	85	90	86	95
Child management techniques				
- individual children	85	92	89	94
- groups of children	84	92	89	93
Administration & management	76	80	76	81
Staff relationships & decision making in the centre	80	86	82	86
Programme planning	82	89	86	93
Finance & budgeting	67	59	68	70
Practical ways of providing learning experiences	90	94	91	94
Understanding the role of play	79	86	83	91
Health (e.g., nutrition, health care)	75	88	83	87
Safety and first aid	84	90	90	92
Helping with children's routines & maintenance activities (e.g., toileting, washing)	65	71	75	75
Care & education of babies (children under 2)	52	66	63	78
Human relationships/ communication	85	95	90	91
Working with parents	85	94	88	92
Knowledge of/familarity with outside organisations	81	87	84	85
Maori language & taha Maori	64	75	69	75
Cultural & family differences	85	91	86	87
Catering for special needs & abilities	85	95	92	93
Catering for handicapped children in non-specialist centres	73	78	82	86
Philosophies and politics in early childhood care & education	62	75	68	75
Number of childcare workers	291-314	103-113	237-253	164-167

Appendix 15: Content of training by the urban-rural location of the centre (% of centres who rated each topic as being of at least some importance)

	Main urban	Secondary urban	Minor urban	Rural
Child learning & development	98	97	98	100
Child management techniques				
- individual children	98	95	98	100
- groups of children	98	97	98	100
Administration & management	71	74	74	48
Staff relationships & decision making in the centre	93	91	85	71
Programme planning	94	91	93	100
Finance & budgeting	53	44	54	40
Practical ways of providing learning experiences	98	98	98	100
Understanding the role of play	98	98	98	100
Health (e.g., nutrition, health care)	96	97	95	90
Safety and first aid	99	99	100	100
Helping with children's routines & maintenance activities (e.g., toileting, washing)	94	94	98	90
Care & education of babies (children under 2)	62	62	65	40
Human relationships/ communication	98	99	97	100
Working with parents	97	93	95	100
Knowledge of/familarity with outside organisations	90	85	89	57
Maori language & taha Maori	71	58	77	38
Cultural & family differences	93	87	92	76
Catering for special needs & abilities	93	90	92	76
Catering for handicapped children in non-specialist centres	75	63	71	62
Philosophies and politics in early childhood care & education	79	67	70	67
Number of centres	316-323	86-89	59-61	20-21

Appendix 16: Content of training and the urban-rural location of centre (% of workers who rated each topic as being of at least some importance)

	Main urban	Secondary urban	Minor urban	Rural
Child learning & development	88	87	89	86
Child management techniques				
- individual children	89	85	94	85
- groups of children	89	85	96	85
Administration & management	77	73	85	79
Staff relationships & decision making in the centre	83	80	87	64
Programme planning	87	79	94	93
Finance & budgeting	68	63	69	57
Practical ways of providing learning experiences	91	91	95	93
Understanding the role of play	84	78	92	86
Health (e.g., nutrition, health care)	82	77	89	79
Safety and first aid	88	87	90	93
Helping with children's routines & maintenance activities (e.g., toileting, washing)	71	66	79	64
Care & education of babies (children under 2)	62	61	71	50
Human relationships/ communication	88	89	93	86
Working with parents	89	87	92	93
Knowledge of/familarity with outside organisations	84	80	89	64
Maori language & taha Maori	70	63	74	46
Cultural & family differences	86	88	88	71
Catering for special needs & abilities	90	86	97	93
Catering for handicapped children in non-specialist centres	79	77	79	85
Philosophies and politics in early childhood care & education	70	59	71	79
Number of childcare workers	559-586	148-156	76-87	13-14

Appendix 17: Content of training and the position of the childcare worker (% of workers who rated each topic as being of at least some importance)

	Supervisor	Assistant supervisor	Childcare worker	Childcare assistant	Teacher/ast teacher	Combination	Other
Child learning & development	79	89	93	94	85	91	85
Child management techniques							
- individual children	84	90	93	96	86	86	88
- groups of children	81	92	92	97	86	88	86
Administration & management	74	81	85	82	65	57	70
Staff relationships & decision making in the centre	79	86	86	91	71	83	76
Programme planning	78	88	91	90	86	81	84
Finance & budgeting	65	71	75	67	45	44	56
Practical ways of providing learning experiences	85	92	96	97	86	94	90
Understanding the role of play	75	85	89	94	78	81	82
Health (e.g., nutrition, health care)	72	82	86	94	82	75	78
Safety and first aid	81	88	91	96	90	86	89
Helping with children's routines & maintenance activities (e.g., toileting, washing)	58	68	80	86	61	64	68
Care & education of babies (children under 2)	53	54	76	83	31	39	57
Human relationships/ communication	84	85	93	96	86	89	88
Working with parents	83	89	93	94	88	83	85
Knowledge of/familarity with outside organisations	84	81	87	81	80	66	84
Maori language & taha Maori	72	68	73	65	61	49	65
Cultural & family differences	85	88	89	86	90	78	82
Catering for special need & abilities	87	85	92	96	92	86	87
Catering for handicapped children in non-specialist centres	74	78	83	86	84	69	76
Philosophies and politics in early childhood care & education	68	72	69	75	68	53	62
Number of childcare workers	198-210	72-76	290-304	66-71	33-37	77-85	49-52

Appendix 18: Content of training and the worker's childcare qualification (% of workers who rated each topic as being of at least some importance)

	Unmentioned	Have a childcare qualification	Studying for qualification
Child learning & development	88	85	96
Child management techniques			
- individual children	89	87	95
- groups of children	89	86	96
Administration & management	72	75	93
Staff relationships & decision making in the centre	83	80	89
Programme planning	84	84	96
Finance & budgeting	61	64	84
Practical ways of providing learning experiences	91	90	97
Understanding the role of play	87	79	93
Health (e.g., nutrition, health care)	84	78	87
Safety and first aid	91	85	92
Helping with children's routines & maintenance activities (e.g., toileting, washing)	77	64	82
Care & education of babies (children under 2)	62	56	81
Human relationships/ communication	89	86	95
Working with parents	87	87	95
Knowledge of/familarity with outside organisations	78	83	95
Maori language & taha Maori	54	74	79
Cultural & family differences	79	89	92
Catering for special needs & abilities	87	89	95
Catering for handicapped children in non-specialist centres	76	77	87
Philosophies and politics in early childhood care & education	60	70	74
Number of childcare workers	230-250	427-447	148-152

Appendix 19: Content of training and the worker's highest school qualification (% of workers who rated each topic as being of at least some importance)

	No school quals	School cert 1-2 passes	School cert 3+ passes	Sixth form cert/ endorsed school cert	UE/ Matricu-lation	Overseas quals	Other quals
Child learning & development	91	88	89	88	83	89	90
Child management techniques							
- individual children	91	92	91	86	87	90	90
- groups of children	91	90	89	88	86	90	89
Administration & management	82	80	73	84	72	76	82
Staff relationships & decision making in the centre	89	86	83	86	77	81	79
Programme planning	90	88	86	93	81	81	86
Finance & budgeting	74	71	64	70	59	67	65
Practical ways of providing learning experiences	93	92	93	89	92	92	97
Understanding the role of play	88	85	84	81	80	83	90
Health (e.g., nutrition, health care)	87	83	82	81	77	78	86
Safety and first aid	90	88	89	88	84	91	93
Helping with children's routines & maintenance activities (e.g., toileting, washing)	78	77	74	69	60	61	76
Care & education of babies (children under 2)	71	74	59	61	58	43	66
Human relationships/ communication	91	86	90	82	86	92	97
Working with parents	90	86	88	93	88	83	97
Knowledge of/familarity with outside organisations	90	77	83	87	80	89	75
Maori language & taha Maori	65	65	66	75	75	68	79
Cultural & family differences	86	82	85	88	89	92	86
Catering for special need & abilities	91	85	90	91	90	95	97
Catering for handicapped children in non-specialist centres	81	70	84	84	74	81	72
Philosophies and politics in early childhood care & education	69	57	74	74	65	64	66
Number of childcare workers	190-202	62-67	141-150	108-115	170-179	61-64	26-29

Appendix 20: Content of training and the worker's age (% of workers who rated each topic as being of at least some importance)

	Twenty and under	21-25	26-30	31-35	36-40	41-45	Over 45
Child learning & development	99	97	89	87	83	81	79
Child management techniques							
- individual children	100	95	88	87	87	82	86
- groups of children	99	95	88	86	87	81	82
Administration & management	92	92	77	73	74	74	60
Staff relationships & decision making in the centre	97	95	83	76	81	74	72
Programme planning	99	97	86	84	83	75	79
Finance & budgeting	82	81	73	57	64	61	52
Practical ways of providing learning experiences	99	96	93	91	90	85	87
Understanding the role of play	97	96	82	85	79	75	75
Health (e.g., nutrition, health care)	95	92	85	77	75	73	73
Safety and first aid	95	94	92	88	84	81	85
Helping with children's routines & maintenance activities (e.g., toileting, washing)	95	84	72	67	59	61	57
Care & education of babies (children under 2)	92	80	67	47	54	44	48
Human relationships/ communication	98	94	90	90	88	84	81
Working with parents	98	97	90	87	86	82	79
Knowledge of/familarity with outside organisations	95	94	86	78	81	75	77
Maori language & taha Maori	79	77	77	61	69	67	57
Cultural & family differences	97	94	92	81	85	83	76
Catering for special need & abilities	99	94	92	86	90	83	84
Catering for handicapped children in non-specialist centres	92	85	76	73	82	71	72
Philosophies and politics in early childhood care & education	82	76	68	62	67	61	61
Number of childcare workers	119-123	110-114	102-109	102-117	132-140	101-107	115-120

Appendix 21: The suitability of training methods by the type of centre (% of centres rating as suitable or very suitable)

	Private kindergarten	Community kindergarten	Full daycare	Work creche	Casual creche	Special purpose centre	Other centres
Correspondence courses	69	73	60	67	61	66	60
Evening classes							
- once a week	69	59	59	45	56	55	58
- twice a week plus	20	12	23	17	33	14	18
Full day classes							
- once a week	29	28	52	66	33	31	40
- twice a week plus	5	5	10	16	18	3	10
Half day classes							
- once a week	61	55	58	74	47	40	55
- twice a week plus	16	16	21	26	24	8	25
- once a week in the weekend	17	14	14	5	6	3	21
Supervised training in a childcare centre	78	67	81	89	67	73	69
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	83	85	85	92	85	93	83
- not local	26	10	11	29	-	33	13
Block course(1-2 weeks)							
- held locally	55	34	47	55	47	56	33
- not local	13	8	11	24	-	18	4
Full time (1-2 year) course							
- held locally'	31	11	42	50	41	38	17
- not local	14	-	13	18	-	14	2
Number of childcare centres	35-40	83-110	122-145	40-51	15-20	36-44	52-58

Appendix 22: The suitability of training methods by the type of childcare centre (% of workers rating as suitable or very suitable)

	Private kindergarten	Community kindergarten	Full daycare	Work creche	Casual creche	Special type purpose centres	Other centres
Correspondence courses	83	89	78	82	81	83	75
Evening classes							
- once a week	79	68	70	68	72	79	68
- twice a week plus	20	16	36	22	24	26	36
Full day classes							
- once a week	40	40	61	53	38	39	56
- twice a week plus	5	13	23	18	9	11	14
Half day classes							
- once a week	61	71	68	72	60	51	71
- twice a week plus	18	28	36	25	30	27	32
- once a week in the weekend	23	24	22	21	13	22	29
Supervised training in a childcare centre	63	78	82	77	83	74	81
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	86	88	88	96	83	97	94
- not local	23	31	32	35	24	49	28
Block course(1-2 weeks)							
- held locally	32	45	62	56	38	64	53
- not local	17	16	23	21	10	32	14
Full time (1-2 year) course							
- held locally	27	33	41	40	39	41	39
- not local	9	15	15	15	5	13	16
Number of childcare workers	35-56	80-120	203-290	59-96	19-30	62-92	55-83

Appendix 23: The suitability of training methods by the time of day the centre is open (% of centres rating as suitable or very suitable)

	Full-day	Part-day	Other
Correspondence courses	61	77	69
Evening classes			
- once a week	58	58	52
- twice a week plus	20	15	16
Full day classes			
- once a week	52	28	14
- twice a week plus	11	5	2
Half day classes			
- once a week	60	51	51
- twice a week plus	23	13	15
- once a week in the weekend	12	16	11
Supervised training in a childcare centre	80	65	69
Workshop/discussion group/seminar/short course (1-2 days)			
- held locally	86	88	82
- not local	16	15	20
Block course(1-2 weeks)			
- held locally	49	35	43
- not local	13	8	11
Full time (1-2 year) course			
- held locally	38	15	30
- not local	11	5	7
Number of childcare centres	248-303	85-109	43-57

Appendix 24: The suitability of training methods by the centres district (% of centres rating as suitable or very suitable)

	Northern	Hamilton	Central	Southern
Correspondence courses	59	68	71	66
Evening classes				
- once a week	52	63	65	55
- twice a week plus	20	25	13	20
Full day classes				
- once a week	49	29	38	43
- twice a week plus	10	6	6	11
Half day classes				
- once a week	65	51	50	57
- twice a week plus	21	20	15	22
- once a week in the weekend	12	11	13	15
Supervised training in a childcare centre	73	71	78	80
Workshop/discussion group/seminar/short course (1-2 days)				
- held locally	83	87	88	88
- not local	11	25	21	11
Block course(1-2 weeks)				
- held locally	43	41	47	49
- not local	5	17	18	10
Full time (1-2 year) course				
- held locally	26	39	35	33
- not local	5	20	10	8
Number of childcare centres	133-168	50-66	121-139	71-90

Appendix 25: The suitability of training method by the workers district (% of workers rating as suitable or vey suitable)

	Northern	Hamilton	Central	Southern
Correspondence courses	81	83	82	78
Evening classes				
- once a week	67	76	72	71
- twice a week plus	33	33	21	29
Full day classes				
- once a week	56	49	47	51
- twice a week plus	19	15	12	21
Half day classes				
- once a week	70	60	69	61
- twice a week plus	35	33	27	27
- once a week in the weekend	22	20	20	30
Supervised training in a childcare centre	77	80	81	76
Workshop/discussion group/seminar/short course (1-2 days)				
- held locally	89	87	90	95
- not local	30	50	29	33
Block course(1-2 weeks)				
- held locally	53	59	56	54
- not local	21	28	19	18
Full time (1-2 year) course				
- held locally	39	46	33	39
- not local	12	27	9	15
Number of childcare workers	189-261	71-106	145-229	110-156

Appendix 26: The suitability of training methods by the centres urban-rural location (% of centres rating as suitable or very suitable)

	Main urban	Secondary urban	Minor urban	Rural
Correspondence courses	60	67	83	83
Evening classes				
- once a week	60	52	51	60
- twice a week plus	22	15	8	-
Full day classes				
- once a week	43	42	42	13
- twice a week plus	9	9	10	-
Half day classes				
- once a week	60	57	50	27
- twice a week plus	20	23	18	-
- once a week in the weekend	10	14	19	27
Supervised training in a childcare centre	76	76	79	47
Workshop/discussion group/seminar/short course (1-2 days)				
- held locally	85	90	84	83
- not local	17	10	19	20
Block course(1-2 weeks)				
- held locally	46	42	50	25
- not local	12	6	12	19
Full time (1-2 year) course				
- held locally	36	30	21	7
- not local	9	9	12	7
Number of childcare centres	246-310	65-80	48-58	15-18

Appendix 27: The suitability of training methods by the workers urban-rural location (% of workers rating as suitable or very suitable)

	Main urban	Secondary urban	Minor urban	Rural
Correspondence courses	80	83	85	77
Evening classes				
- once a week	72	69	69	50
- twice a week plus	30	26	23	18
Full day classes				
- once a week	51	53	51	45
- twice a week plus	18	11	15	9
Half day classes				
- once a week	67	69	58	55
- twice a week plus	32	32	23	9
- once a week in the weekend	22	28	21	27
Supervised training in a childcare centre	78	75	85	100
Workshop/discussion group/seminar/short course (1-2 days)				
- held locally	89	91	93	92
- not local	31	35	42	27
Block course(1-2 weeks)				
- held locally	56	53	52	50
- not local	21	20	20	18
Full time (1-2 year) course				
- held locally	39	37	39	40
- not local	15	11	14	20
Number of childcare workers	354-530	93-138	57-83	9-12

Appendix 28: The suitability of the training methods by the position of the worker (% of workers rating as suitable or very suitable)

	Supervisor	Assistant supervisor	Childcare worker	Childcare assistant	Teacher/ast teacher	Combination	Other
Correspondence courses	76	88	81	77	82	76	87
Evening classes							
- once a week	71	74	70	69	69	64	71
- twice a week plus	20	27	36	31	18	19	31
Full day classes							
- once a week	42	58	59	58	49	35	43
- twice a week plus	8	21	25	17	20	-	11
Half day classes							
- once a week	62	77	68	67	70	69	61
- twice a week plus	21	38	37	28	32	18	32
- once a week in the weekend	20	21	25	22	26	18	21
Supervised training in a childcare centre	71	91	84	76	67	89	71
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	92	93	90	84	91	93	91
- not local	33	40	30	31	33	45	38
Block course(1-2 weeks)							
- held locally	49	48	60	56	54	60	58
- not local	19	30	19	19	21	24	25
Full time (1-2 year) course							
- held locally`	29	40	44	46	32	41	30
- not local	12	15	14	21	9	25	10
Number of childcare workers	123-192	40-68	201-274	42-62	30-47	16-28	52-78

Appendix 29: The suitability of training methods by the childcare qualification of the worker (% of workers rated as suitable or very suitable)

	Unmentioned	Have recognised `childcare` qualification	Studying for first `childcare` qualification
Correspondence courses	82	81	79
Evening classes			
- once a week	72	72	66
- twice a week plus	34	24	33
Full day classes			
- once a week	49	49	61
- twice a week plus	21	13	23
Half day classes			
- once a week	63	67	69
- twice a week plus	31	29	35
- once a week in the weekend	20	23	24
Supervised training in a childcare centre	82	76	79
Workshop/discussion group/seminar/short course (1-2 days)			
- held locally	86	92	90
- not local	32	34	31
Block course(1-2 weeks)			
- held locally	57	54	56
- not local	22	19	22
Full time (1-2 year) course			
- held locally`	41	36	41
- not local	15	13	15
Number of childcare workers	155-210	256-415	106-142

Appendix 30: The suitability of training methods by the age of the worker (% of workers rated as important or very important)

	Under 21	21-25	26-30	31-35	36-40	41-45	Over 45
Correspondence courses	79	79	81	87	81	84	77
Evening classes							
- once a week	70	79	63	74	68	74	73
- twice a week plus	51	44	28	21	13	21	20
Full day classes							
- once a week	68	55	46	52	55	43	37
- twice a week plus	33	25	16	16	15	9	3
Half day classes							
- once a week	79	60	69	65	69	57	64
- twice a week plus	43	39	30	29	26	23	19
- once a week in the weekend	28	24	23	21	25	9	26
Supervised training in a childcare centre	86	78	85	79	81	70	67
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	91	87	89	91	93	90	91
- not local	35	37	40	25	34	31	29
Block course(1-2 weeks)							
- held locally	68	65	54	53	50	46	49
- not local	26	31	26	16	12	16	16
Full time (1-2 year) course							
- held locally	56	48	31	31	41	36	19
- not local	28	23	19	7	10	4	2
Number of childcare workers	88-112	75-107	77-104	74-104	80-123	75-98	59-104

Appendix 31: Workers reasons for the unsuitability of training methods (% saying yes)

	No suitable course	No local opportunities	Bad location/ lack of transport	No time off work	Financial reasons	No time available after work	Family commitments
Correspondence courses	2	2	-	3	2	20	6
Evening classes							
- once a week	2	3	16	5	1	34	25
- twice a week plus	0	1	7	10	-	37	28
Full day classes							
- once a week	1	2	2	62	4	7	12
- twice a week plus	0	1	2	66	3	9	8
Half day classes							
- once a week	1	3	5	51	2	7	9
- twice a week plus	1	1	2	57	3	13	9
- once a week in the weekend	0	1	2	9	0	31	41
Supervised training in a childcare centre	2	2	2	39	-	2	2
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	3	3	-	47	6	3	13
- not local	-	1	42	8	8	3	27
Block course(1-2 days)							
- held locally	1	1	1	47	3	7	18
- not local	-	1	23	23	7	6	26
Full time (1-2 year) course							
- held locally*	1	2	3	24	24	6	15
- not local	-	2	15	12	16	5	27

	Unsuitable learning method for me	Unsuitable learning method for childcare	Not interested	Other reason	Combination of reasons	Indicated the method was unsuitable N	%
Correspondence courses	51	6	3	2	5	65	17
Evening classes							
- once a week	2	-	-	6	7	122	27
- twice a week plus	-	-	-	10	7	273	62
Full day classes							
- once a week	-	1	1	4	5	186	43
- twice a week plus	-	0	-	5	6	303	71
Half day classes							
- once a week	1	6	1	6	8	126	30
- twice a week plus	1	3	1	5	6	207	60
- once a week in the weekend	0	2	0	9	4	271	66
Supervised training in a childcare centre	16	4	8	20	4	51	17
Workshop/discussion group/seminar/short course (1-2 days)							
- held locally	3	3	-	9	9	32	9
- not local	1	-	-	2	7	190	58
Block course(1-2 days)							
- held locally	3	1	1	8	9	154	39
- not local	1	-	1	4	8	226	65
Full time (1-2 year) course							
- held locally*	4	3	6	7	7	178	47
- not local	3	2	4	7	7	205	62